Trinity College Dublin
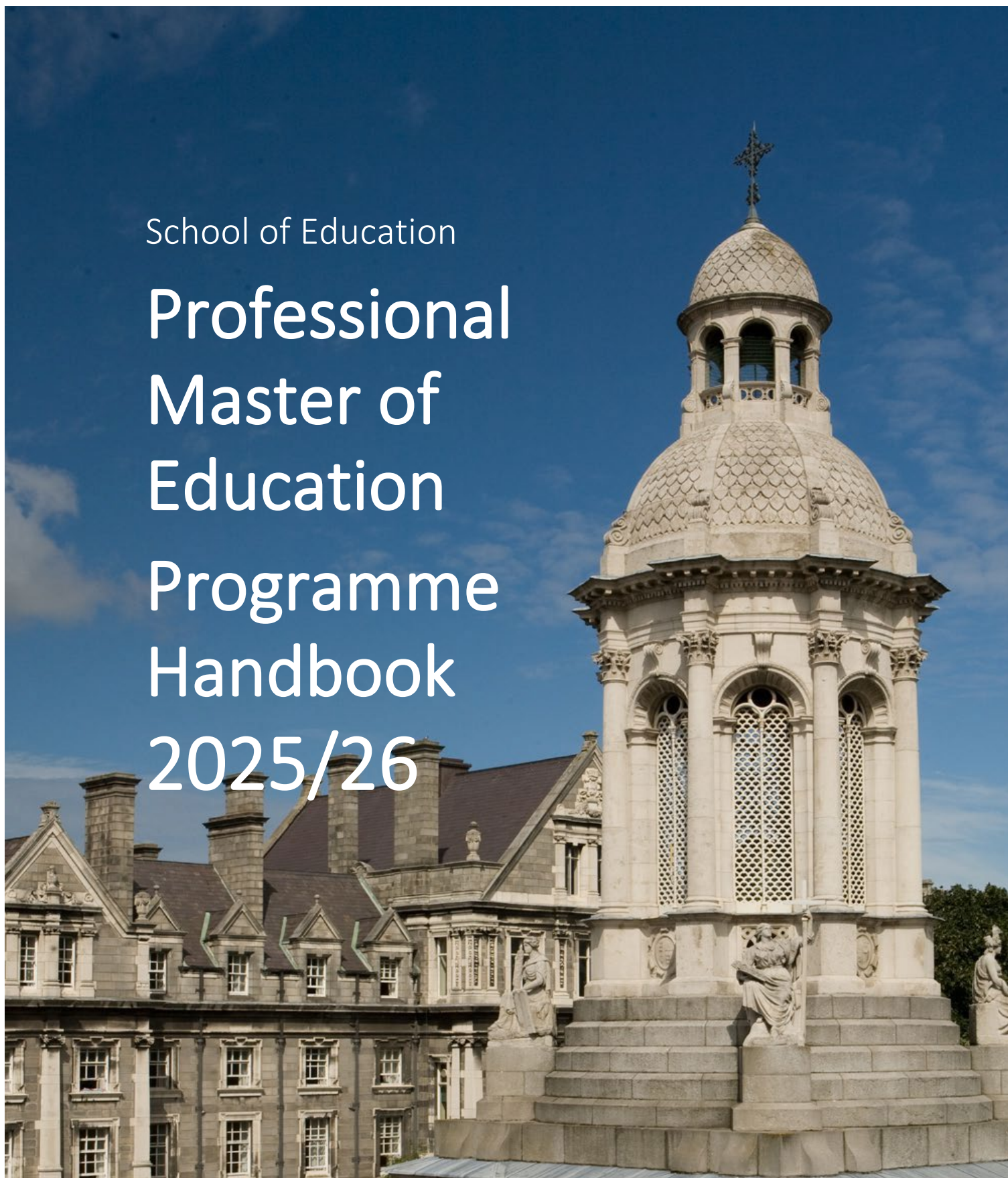Coláiste na Tríonóide, Baile Átha Cliath

School of Education

Professional Master of Education

Programme Handbook 2025/26

Contents

General Course Information

A Note on this Handbook

This handbook applies to all Year 1 students taking the Professional Master of Education 2025-2026. It provides a guide to what is expected of you on this programme, and the academic and personal support available to you.

Please retain for future reference.

This handbook is available in alternative format upon request.

The information provided in this handbook is accurate at time of preparation. Any necessary revisions will be notified to students via e-mail.

 Please note that in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the handbook does not supersede the University regulations in the College Calendar and the provisions of the General Regulations will prevail.

Welcome from the Head of School

Dear Students,

I am delighted to welcome you to the School of Education and to Trinity College, the University of Dublin. I wish you every success and joy in your studies with us over the coming year.

Trinity College has been a central part of the academic, cultural and social fabric of Irish society for over 400 years. The University is the leading university in Ireland and the School of Education is the top ranked School of Education in Ireland and 75th in the world (QS rankings). In the School of Education, we work at the forefront of research, policy and practice in the field of education so that we can contribute to the creation of a more just and sustainable society.

We are delighted that you have made the choice to join us on your educational journey. The continued growth and success of the School is a reflection of the welcome, care and attention we extend to all our students, both new and established. We have been preparing for your arrival this academic year as ever with all of our staff focused on ensuring that our course provides a premier teaching qualification, highly valued by post-primary schools.

We believe in the transformative power of education for all. Our mission as educators is to provide an inclusive learning community for our diverse student body which is student-centered and based on innovation, collaboration and critical thinking. In our teaching and research, we embody our core values of curiosity, inclusion, collaboration, sustainability, transformation and innovation. Collectively, we work to bridge the gap between research, practice and policy in order to effect positive change. By modeling best practice in teaching learning and assessment, we prepare you, our student teachers, to carry these principles into your classrooms on placement and onwards in your future careers.

This handbook is your resource to prepare for and navigate your progress through this programme. It highlights the many resources which you can access in the School and the wider University to support you on this journey.

We invite you to get involved in all that the College and the School have to offer. We warmly welcome your input to help shape and inform the programme into the future. Together we will make it a success and ensure that you develop to your full potential within the programme.

Tá súil agam go mbainfidh tú aoibhneas as do chuid ama linn is go n-éireoidh leat le do chúrsa i mbliana.

I wish you every success in the year ahead and look forward to meeting you during your time with us in the School.

Professor Ann Devitt

Head of School

Welcome from the PME Registrar

Welcome to the PME Programme at Trinity College Dublin! Fáilte go dtí an clár.

As you embark on this exciting journey of becoming a teacher, we're thrilled to have you join our community at the School of Education. The dual role you're about to undertake over the next two academic years—as both student and educator—is both a challenging and rewarding one.

This handbook serves as your guide through the supports and resources available to you while you're pursuing the Professional Master of Education, as well as information about your responsibilities. Within these pages, you'll find essential information on the programme's curriculum and assessment, administrative procedures, and key contact information about the broader College support services designed to help you during your time on the Professional Master of Education programme. At Trinity College Dublin and in the School of Education, we're committed to fostering an inclusive environment where you can advance in your studies and grow as an educator.

As you navigate this new chapter, know that you're not alone. Our academic and administrative teams, as well as the peer and professional support networks you will develop on the programme, are here to support you. I encourage you to engage with and leverage these networks both at the School of Education, as well as in the school communities where you will undertake your placement.

We look forward to seeing you inspire the next generation of students while pursuing your own journey in becoming a qualified teacher. Welcome aboard, and best wishes for a fulfilling, stimulating and successful experience ahead!

Prof. Gavin Murphy

PME Registrar

Contact Details

School of Education

The School of Education is one of the largest professional schools in the University. It addresses educational issues at a number of levels: in initial teacher education, postgraduate teacher education, continuing professional development, and through engagement in high quality research. There is a long tradition in the School of Education of educating high quality teachers to cover the full range of educational provision in the State, and of further supporting them during their career through the provision of targeted and specialised in-career and postgraduate programmes ranging from diploma to doctoral level.

It is the mission of the School of Education:

- to contribute to the advancement of education in Ireland and beyond through excellence in research and teaching;
- to combine a concern for high academic standards with a high degree of personal care for our students;
- to meet the growing demand for access to higher education through the development of new models of participation and new modes of teaching and learning;
- to explore the impact of new technologies and globalisation in the national and international environment through collaborative and constructive critique with students, educators and external stakeholders.
- to secure additional sources of funding for research and to disseminate the results of innovative projects to national and international audiences.

The School has currently over eighty students studying at doctoral level (Structured PhD and D.Ed.), over two hundred and seventy Masters students, in addition to over forty B. Mus. Ed. students and 130 PME students.

Within this context of informed practice, the School is dedicated to undertaking high quality research that permeates teaching at both undergraduate and postgraduate levels. The result of this scholarly activity has gained national and international recognition in both the academic and professional community and contributes to the understanding and practice of education.

The School has strong links to many of the educational stakeholders in Ireland such as the Department of Education, the NCCA, NCSE, Oide, the subject area teacher associations, teacher unions, teacher education centres, the ESRI, the Arts Council, and contributes at policy-level to issues in Irish education and further afield.

The staff of the School are also involved at various levels in national and international bodies

dealing with various aspects of education and are actively engaged in high quality educational research. Details of the School research groups and centres are available on the School website: http://www.tcd.ie/education/

General Information

Staff Contacts
Office: Room 3087, Arts Building
Telephone: +353 1 896 1488 / 3492
Opening hours: 10.00am-12.00pm and 2.00-4.00pm

Role	Name	E-mail
Head of School	Ann Devitt	HeadofEducation@tcd.ie
Director of Postgraduate Teaching & Learning	Keith Johnston	keith.johnston@tcd.ie
PME Programme Coordinator	Gavin Murphy	gavin.murphy@tcd.ie
PME Programme Administrators	Dearbhail Gallagher Joni Moore	pme.admin@tcd.ie pme.admin@tcd.ie
School Placement Coordinator	Clare Ryan *Louise Heeran Flynn is on sabbatical for Michaelmas Term 2025/26	pme.placement@tcd.ie
PME Thesis coordinator	Aoife Lynam	aolynam@tcd.ie
PME Pedagogies Coordinator	Mairéad Hurley	mairead.hurley@tcd.ie
Disability Liaison Officer	Donatella Camedda	CAMEDDAD@tcd.ie
School Inclusion Champion	Andrew Loxley	loxleya@tcd.ie
Modules in Foundation Disciplines		
Assessment and Examinations	Damian Murchan	murchand@tcd.ie
Digital Learning	Keith Johnston	keith.johnston@tcd.ie
Irish Educational History and Policy	John Walsh	walshj8@tcd.ie
Educational Philosophy and Theory	Andrew Gibson	andrew.gibson@tcd.ie
Applied Psychology in Education	Aoife Lynam	aolynam@tcd.ie
Sociology of Education	Andrew Loxley	loxleya@tcd.ie
Inclusive Education	Joanne Banks	banksjo@tcd.ie
Modules in Pedagogy of Teaching Subjects		
Business	Rachel Keogh	rakeogh@tcd.ie

Computer Science	Jake Byrne	byrnej40@tcd.ie
Climate Action and Sustainability (CSA)	Mairéad Hurley Susan Pike	mairead.hurley@tcd.ie Susan.pike@tcd.ie
Drama, film and theatre studies	Susan Kennedy-Killian	susan.kennedykillian@tcd.ie
English	Una Murray	murrayun@tcd.com
Geography	Susan Pike	Susan.pike@tcd.ie
History	David Limond	limondd@tcd.ie
Irish	Noel Ó Murchadha	noel.omurchadha@tcd.ie
Maths	Aibhín Bray	brayai@tcd.ie
Modern Languages	Aisling Sheerin	Sheerina@tcd.ie
Music	Susan Mc Cormick	mccorms5@tcd.ie
Science	Mairéad Hurley	mairead.hurley@tcd.ie
Politics and Society	Andrew Wall	walla6@tcd.ie
Modules in Elective Subjects		
Arts Education	Erika Piazzoli	Erika.piazzoli@tcd.ie
Citizenship and Democracy	Mairéad Hurley	mairead.hurley@tcd.ie
Drama in Education	Susan Kennedy-Killian	susan.kennedykillian@tcd.ie
Global Citizenship Education	Susan Pike	susan.pike@tcd.ie
History of Education	David Limond	limondd@tcd.ie
Irish Traditional Music	Robert Harvey	harveyrs@tcd.ie
Social, Personal and Health Education and Well-being (SPHE)	Aoife Lynam	aolynam@tcd.ie

Key Locations

Office: Room 3087, Arts Building
Telephone: +353 1 896 1488 / 3492
Opening hours: 10.00am-12.00pm and 2.00-4.00pm

References/Sources:
 Interactive College Map Blackboard
Academic Registry

Key Dates

PME 1 Programme Calendar 2025/26

Date	Event
10th September 2025	Year 1 Orientation, on campus, Thomas Davis Theatre
15th September 2025	Semester 1 lectures start
27th – 31st October 2025	Reading Week **(no lectures)**
5th December 2025	Semester 1 lectures end
1st December – 19th December 2025 (inclusive)	Year 1 School Placement Observation period 1
22nd December 2025 – 1st January 2025	College closed
5th January	Year 1 School Placement Teaching Weeks start
19th January 2026	Semester 2 lectures start
16th-20th February 2026	School mid-term **(Lectures as normal)**
2nd – 6th March 2026	Reading Week **(no lectures)**
10th April 2025	Semester 2 lectures end
17th April 2026	Year 1 School Placement Teaching Weeks end
20th April – 24th April 2026 (inclusive)	Year 1 School Placement Reflection & Action Planning period

PME 1 Submission and Examination Calendar 2025/26

Date	Event
Friday, 28th November 2025	Applied Psychology in Education Submission
Friday, 5th December 2025	Inclusive Education Submission
Friday, 12th December 2025	Group Component - Pedagogy Modules Submission
Friday, 19th December 2025	Introduction to Assessment and Examinations in Post-Primary Education Submission
Friday, 16th January 2026	Individual Component - Pedagogy Modules Submission
Friday, 23rd January 2026	Digital Learning Submission
Friday, 20th February 2026	Irish Educational History and Policy Submission
Friday, 1st May 2026	Taisce Submission

Reference/Source: Academic Year Structure

Extension Policy

You are responsible for ensuring that all work is submitted on time. Assignments must be uploaded to Blackboard on or before the deadline published in the Programme Calendar.

Late submissions will not normally be accepted unless an extension has been agreed in advance or there are documented extenuating circumstances.

Students with a Learning Educational Needs Summary (LENS) that specifies flexible assessment deadlines will normally be granted a one-week automatic extension without the need for further documentation, where this is practical. If such an automatic extension is not feasible (for example, due to assessment design or examination board timelines), the module coordinator will contact the student to agree suitable alternative arrangements. For group assessments, extensions will normally apply to the group as a whole; where this is not possible, an alternative arrangement will be discussed.

Coursework submitted after the deadline may incur a penalty of 10% of the mark awarded, unless an extension has been agreed in advance with the relevant module coordinator (or in some cases, the Programme Registrar). Late work may only be accepted up to a maximum of five calendar days (including weekends) after the deadline. After this point, where no extension has been agreed and no adequate supporting evidence has been provided, the work may be refused marking.

Where an extension of up to two weeks is granted with appropriate documentation, students should note that work submitted more than 14 calendar days after the original deadline may not be marked in the normal cycle in order to facilitate timely feedback to the whole cohort. In such cases, marking may be deferred until the Supplemental Examination period. After this point, where students have not been in contact with the programme team or have not provided adequate supporting evidence, the work may be recorded as incomplete.

If you need to request an extension, please do so in good time. Ideally, this should be at least 48 hours before the submission deadline, and during working hours (9.00am to 5.00pm, Monday to Friday). This helps ensure your request can be properly considered and responded to in time. Last-minute requests, especially those sent outside working hours, may not be seen in time and could be declined unless there are extenuating circumstances.

You must speak with or email the relevant module coordinator and receive their agreement before submitting the PME Extension to Submission Date Form. The link to the form is on our website with PME Timetables, but is also here for reference: Here

- Extensions are normally agreed at module level with the module coordinator.

- **All approved extensions must be formally logged using the PME Extension to Submission Date Form. This is mandatory, even if agreed informally by email, to ensure accurate**

records for administration and programme leadership.

- Extensions of up to one week do not require supporting documentation but must still be logged using the PME Extension Form.

- Extensions of up to two weeks may be granted but require supporting documentation (e.g., medical certificate or equivalent evidence) and must be discussed with the Programme Registrar before being approved.

- Extensions beyond two weeks are not normally approved. Where this is required due to documented extenuating circumstances, a deferral to the Supplemental Examination period may be arranged in consultation with the Programme Registrar.

Supporting documentation should be emailed to the PME Administration Team at pme.admin@tcd.ie with the subject line: Extension Request Supporting Evidence.

Reference/Source:
Policy on the Trinity Learning Management System (LMS)

Timetable

Timetables are available on our website. These may change occasionally, where a change is made, students will be contacted by email.

Students will be assigned to one tutorial slot. Tutorials begin in week 2. There are three tutorials each for Applied Psychology in Education, Irish Educational History and Policy and Introduction to Assessment and Examinations.

There will be two full group tutorials in Inclusive Education, these will be held online. Exact dates to be confirmed.

Reference/Source: My TCD

School Placement

School Placement is unpaid and is a compulsory requirement of the PME programme. Students are expected to complete over 250 hours (60 days) of unpaid School Placement (Teaching Practice) as part of the requirement set by the Teaching Council of Ireland. The exact dates of the placement are below. During this time students will be expected to be in their placement school for the entire school day.

- Monday 1st December 2025 to Friday 19th December 2025 inclusive, observation period.
- Monday 5th January 2026 to Friday 17th April 2026 inclusive, block teaching weeks.
- Monday 20th April to Friday 24th April 2026, reflection period

We advise all PME students to download the full booklet *Codes of Professional Conduct for Teachers* from www.teachingcouncil.ie. (For further detailed information, please refer to the *School Placement Handbook*).

Students' attention is drawn specifically to the following sections:
- Professional Values and Relationships;
- Professional Integrity;
- Professional Conduct;
- Professional Experience;
- Professional Development;
- Professional Collegiality and Collaboration.

Students should observe teaching and non-teaching activities during the Observation period. Students will complete two Observation & Preparation Handbooks based on their observations over this period.

It is the policy of the School of Education that you will be notified in advance of any visit while on School Placement.

Reference/Source:
Internships and Placements Policy

Scholarships and Prizes

There are three prizes given to graduating students on the PME programme. The Crawford Memorial prize is to the student with the highest overall grade. The ASTI prize is awarded to the student with the highest grade on School Placement. The John O'Connor Award for Excellence in Business Studies Teaching is awarded to the student majoring in Business Studies with the highest overall School Placement result. These prizes are awarded to students at the end of the PME programme and not at the end of Year 1.

Academic Writing

The Use and Referencing of Generative AI

Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per Library guidelines on acknowledging and reference GenAI. From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.

References/Sources:
College Academic Integrity Policy
College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research
Library guidelines on acknowledging and reference GenAI.

Academic Integrity and Referencing Guide

- **Context** Trinity College Dublin, the University of Dublin, herein referred to as Trinity, considers plagiarism to be academically fraudulent and an offence against academic integrity that is subject to the disciplinary procedures of the University.

- **Purpose** The policy provides a coherent approach to inform and educate students about plagiarism and how to avoid it.

- **Benefits**
  The policy contributes to the student's understanding of what constitutes plagiarism.
  It supports and fosters academic integrity across the undergraduate and postgraduate student body.

- **Scope**
  This policy applies to all undergraduate and postgraduate students at Trinity.
  Information on Plagiarism and the General Regulations that pertain to Plagiarism can be found in the University Calendar, Parts II and III.

- **Principles**
  Members of the academic community use and build on the work and ideas of others in an open and explicit manner and with due acknowledgement.
  It is the responsibility of any author of work to ensure that s/he does not commit plagiarism.

- **Definitions** Plagiarism is the act of presenting the work or ideas of others as one's own without due acknowledgement.

- **Policy**

Information on Plagiarism and the General Regulations that pertain to Plagiarism can be found in the University Calendar, Parts II and III at http://www.tcd.ie/calendar/

Levels of plagiarism are defined within the regulations and different sanctions are applied according to the level. See http://tcd-ie.libguides.com/plagiarism/levels-and-consequences
All students must complete an online tutorial on plagiarism, as specified by Trinity. See https://www.tcd.ie/Library/support/plagiarism/story.html
All students must complete a signed declaration to be submitted with all assessed coursework, declaring that they have completed the online tutorial, and that the assignment/coursework submitted by them is their own work.
Trinity provides a central repository hosted by the Library with information on plagiarism and how it can be avoided at http://tcd-ie.libguides.com/plagiarism.
Course handbooks must contain Trinity's specified section on plagiarism.

- **Responsibility** The responsibility for this policy lies with the Dean of Undergraduate Studies/Senior Lecturer and the Dean of Graduate Studies, as appropriate.

- **Related Documents**
The University Calendar, Parts II and III at http://www.tcd.ie/calendar/
Library website at http://tcd-ie.libguides.com/plagiarism

All students are required to complete the online tutorial "Ready, Steady, Write" located at: https://libguides.tcd.ie/academic-integrity/ready-steady-write

References/Sources:
Calendar Part III, Section 1: General Regulations & Information, 'Academic Integrity' College Statement on Academic Integrity
Academic Integrity Policy

Library Guides – Academic Integrity Coversheet Declaration

Research Ethics
Research Ethics will be covered in detail in Year Two. REAMs is the ethical approval system in place and is required for any research conducted at modular level.

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References/Sources: Research Ethics
Policy on Good Research Practice Ethics Policy

Teaching and Learning

The Professional Master of Education (PME) differs from many postgraduate degree programmes in that:
it is primarily a programme of professional preparation that includes a substantial academic dimension at Master's level; over half of the course is spent on placements in schools.
The programme is composed of two major elements: school placement and experience, and university studies. In-built progression between both years of the programme is reflected in these components and facilitates the growing professionalism of students on the PME as they prepare to enter a challenging but rewarding career.

Year 1

During your First Semester in Year 1, you will attend lectures, tutorials and workshops in Trinity College 4 days a week, with sessions in School Placement on Tuesdays and Thursdays. During the Second Semester, you will participate in 12 weeks teaching (bookended by periods of Observation & Preparation *before* you begin teaching and a period of Reflection & Action Planning *after* your teaching weeks), attending late afternoon pedagogical support sessions in College every second week on a Monday, Tuesday, Wednesday or Thursday. These sessions are designed to maximise your learning and opportunities for reflection during School Placement and to facilitate the integration of theory with practice. (For further information, please refer to the *School Placement Handbook*).

Year 2

During your First Semester in Year 2, you will participate in an Advanced School Placement module, where you will plan, deliver and evaluate all aspects of the classes you teach and engage fully in the day-to-day life of a school. You will attend evening pedagogical support sessions in College every two weeks. (For further information, please refer to the School Placement Handbook).
During your Second Semester, you will attend lectures, workshops and seminars in College. Over the course of both semesters and with the support of College sessions, you will complete your research project and thesis. This will most usually be in your major pedagogical subject area.

Course Credits (ECTS)

The total credit rating for the programme is 120 credits.

ECTS credits are awarded to a student only upon successful completion of the programme year. Students who fail the year will not obtain credit for that year even if they have passed certain component courses. Full detail on the distribution of credits and assessment regulations are set out below.

Programme Structure and Workload

Year 1 Modules and Assessment (60 ECTS credits)

Year 1 Semester 1	
1) School Placement **(25 ECTS for Year 1): Compulsory**	Classes every week Mandatory tasks to be completed every week and over the module. These tasks must be completed before the student can begin the Structured Observation in their Placement school at the end of semester 1. Structured Observation period: Monday, 1st December 2025- Friday, 19th December 2025 (inclusive)
2) Foundation Disciplines **(20 ECTS for Year 1): Compulsory**	5 ECTS each, 10 x 1 hour lecture, 3 x 1-hour tutorials • Applied Psychology in Education • Inclusive Education • Irish Educational History and Policy • Introduction to Assessment and Examinations in Post-Primary Education • Assessment: assignments, essays & coursework
3) Major Pedagogy **(5 ECTS): Compulsory**	10 x 2-hour session Assessment: assignments, essays and contribution to Portfolio/Taisce
4) Minor Pedagogy **(5 ECTS): Compulsory**	10 x 2-hour session One option to be chosen: • Business Studies • Climate, Sustainability & Action • Computer Science • Drama, Film & Theatre Studies • English • Geography • History • Irish Language • Mathematics • Modern Languages • Music • Science • Politics & Society
5) Digital Learning	10 x 1 hour session

(5 ECTS): Compulsory	Assessment: assignments, essays, and contribution to Portfolio

Year 1 Semester 2	
1) School Placement (25 ECTS for Year 1), continued from Semester 1: Compulsory	Observation Period - Monday, 1st December 2025 – Friday, 19th December 2025 (inclusive) 12 Teaching Weeks Block Placement: Monday, 5th Jan. 2026 - Fri. 3rd April 2026 (inclusive) Structured Reflection & Action Planning Week: Monday, 6th April 2026 – Friday, 10th April, 2026 (inclusive) **Assessment:** • Required Observation, Planning and Reflection tasks throughout the School Placement* • 2 assessed supervisions whilst on School Placement from School of Education Tutors • 1 formative supervision whilst on School Placement from School of Education tutor • Taisce (20%) • School Placement visits (80%) * School Placement visits will assess the class observed plus students' planning and reflection tasks in their School Placement Folder/Portfolio.

Fitness to Practice

This document provides guidance on student fitness to practise procedures in the School of Education at Trinity College Dublin, in alignment with the University's Fitness to Practise Policy (Version 2.0, 4 December 2024). Teacher education students have specific responsibilities and privileges that require adherence to professional standards distinct from those of other students.

The purpose of this policy is to manage fitness to practise concerns effectively, balancing public interest, student welfare, and professional standards. This policy is to be read in conjunction with the University Fitness to Practise Policy and other related documents. In the event of conflict, the University policy takes precedence.

2. SCOPE
2.1 Scope of Policy

This policy applies to undergraduate and postgraduate students enrolled in teacher education programmes at the School of Education, particularly during placements and other experiential components of their studies. It outlines the procedures for addressing concerns about a student's fitness to practise teaching safely, effectively, and professionally.

This policy does not normally apply to matters of student discipline (Schedule 2), mental health (Schedule 3), or Garda vetting issues, except where these intersect with fitness to practise concerns.

3. EXPECTED PROFESSIONAL CONDUCT
3.1 Profession Expectations for Students in the School of Education
Students of the School of Education, Trinity College Dublin are expected, both while on placement and in the classroom and lecture settings, to demonstrate a high standard of professional behaviour. While on placement, students are required to comply with the Teaching Council's Code of Professional Conduct for teachers, with the disciplinary rules of the school community where the placement is located, with the regulations of Trinity College Dublin relating to student conduct, and to prioritise the safety, welfare, and development of their students above all else during placement.

For the purposes of this document the term placement (referred to as "school placement" programmatically) is taken to mean any of the following, undertaken by the student as part of their course of studies and/or during the time in which they are a registered student of the University:
- Period of teaching placement in a school or educational establishment, which is (primarily) arranged by the University
- Period of teaching experience in a school or educational establishment which is (primarily) arranged by the student
- Visit to an educational setting, whether arranged by the student or the University

3.2 Specific Breaches of Conduct for Students in the School of Education
This list is indicative rather than exhaustive:
1. Attendance and Punctuality
    - Repeated absences without explanation.
    - Persistent lateness or failure to follow attendance procedures.
2. Professional Behaviour
    - Use of inappropriate language, gestures, or behaviour towards pupils, colleagues, or others.
    - Showing disrespect or failing to act professionally in school or University settings.
3. Substance Use
    - Being under the influence of alcohol or or unauthorised/ non-prescribed substances in an educational setting
4. Confidentiality and Integrity

- Breaching the confidentiality of pupils, schools, or educational institutions.
- Altering or forging documents or records without permission.
5. Relationships and Communication
   - Engaging in inappropriate or abusive behaviour towards pupils, colleagues, or other professionals.
   - Failing to communicate respectfully and professionally.
6. Property and Reputation
   - Causing damage to property belonging to a school or educational provider.
   - Behaviours that harm the reputation of the teaching profession or the institution.
7. Child Protection and Safeguarding
   - Failing to report concerns about child protection or neglect (please also see Trinity College Dublin's Child Protection Policy, 2022)
   - Not following safeguarding procedures in a timely and appropriate manner.
8. Health and Well-Being
   - Not addressing health concerns that affect teaching practice.
   - Failing to follow medical advice or treatment plans provided to them and that are needed to maintain fitness to practise.

4. COMPETENCIES AND EXPECTATIONS

Students in the School of Education must demonstrate the following competencies, which align with The Teaching Council's Céim: Standards for Initial Teacher Education and Code of Professional Conduct. These competencies ensure that students are prepared to practise teaching effectively, ethically, and professionally.

Progression is assessed incrementally across the programme, with expectations adjusted according to the student's year of study, beginning with a focus on foundational competencies such as relationship-building and lesson planning. Over time, students should demonstrate growing independence and show mastery of more advanced competencies responsive to complex and unpredictable educational classrooms and settings.

Competencies will be evaluated through placement evaluations (both formative and summative) and student submissions. The School of Education will collaborate with Trinity disAbility Service to ensure reasonable accommodations, such as access to assistive technology or alternative placements, enabling equitable participation and assessment.

Competencies include:

1. Professional Values and Ethics
   - Commitment to professional responsibility, equality, and inclusion (Céim: Professional Commitment and Responsibility).
2. Effective Communication
   - Demonstrating clear and professional communication with pupils, parents, and

colleagues (Céim: Professional Relationships and Leadership).
3. Classroom Management and Organisation
   - Creating safe, engaging, and inclusive learning environments (Céim: Safe, Supportive, and Inclusive Environments for Learning).
4. Pedagogical Skills and Curriculum Understanding
   - Developing and delivering curriculum-aligned lessons that engage all learners (Céim: Knowledge and Understanding of the Curriculum).
5. Digital and Technological Practices
   - Responsible use of technology for teaching and learning (Céim: Technology-Enhanced Learning).
6. Child Protection and Safeguarding
   - Understanding and implementing child protection policies (Céim: Professional Conduct).

5. INFORMAL AND FORMAL ADVICE FOR MINOR PROFESSIONAL DEFICITS

5.1 Informal Advice and Support

Minor professionalism issues may be addressed informally by staff, who provide direct advice to the student. The goal is to support improvement without formal procedures.

5.2 Formal Advice and Support

Formal advice and support are initiated if:
- Minor issues persist despite informal advice; or
- A single, significant lapse occurs.

In such cases, an action plan will be developed by the School, detailing specific steps, timelines, and expected outcomes to address the professional deficit.

Students may bring representation to meetings (e.g., tutor, Students' Union representative or a member of the Postgraduate Advisory Service) and access support services such as the Student Counselling Service or College Health.

6. PROCEDURE FOR MAJOR FITNESS TO PRACTISE CONCERNS

6.1 Initial Reporting

In line with the University Fitness to Practise Policy (Section 6.4), concerns about a student's fitness to practise may be raised by any member of Trinity staff, placement school staff, or other appropriate individuals who interact with the student in a professional or academic capacity. Referring parties may include, but are not limited to:
- Mentor teachers or placement supervisors.
- Lecturers, tutors, or programme coordinators within the School of Education.
- External examiners or other professionals involved in the assessment or observation of the student's performance.

Initial concerns will be raised informally by a referring party, most likely to the Programme Coordinator or other member of the programme's team. Major concerns about a student's fitness to practise should be referred to the Director of Teaching and Learning (Undergraduate or Postgraduate) who will notify the Head of School. The Head of School consults the Junior Dean and, where applicable, the Disability Officer to determine the appropriate course of action.

6.2 School Fitness to Practise Committee Referral

The Head of School and Junior Dean will decide whether to refer the case to the Junior Dean to be dealt with under the University's disciplinary code as set out in Schedule 2 of the Chapter on Student Conduct and Capacity, or to have the case dealt with as a fitness to practise case that does not constitute a disciplinary offence. Where it is decided by the Junior Dean that a case should be treated as a case of student mental ill-health, the case shall be dealt with in accordance with the procedures set out in Schedule 3 to the Chapter on Student Conduct and Capacity. If deemed necessary, the case will be referred to the School Fitness to Practise Committee.

7. SCHOOL OF EDUCATION FITNESS TO PRACTISE COMMITTEE

7.1 Membership

The School of Education Fitness to Practice Committee shall consist of three members of staff one of which will act as chair, proposed by the Head of School and approved by the Faculty Dean and noted by the Faculty Executive. This Committee will be formed on an ad hoc basis.

The Committee consists of:
- Two members of the School of Education staff.
- One external member from another School with fitness to practise requirements.
- A Chairperson appointed from the above members.

Members with prior involvement in the case (e.g., advising the student) will not participate.

The School Manager or a nominee will act as secretary to the School Fitness to Practice Committee and will be in attendance at meetings of the School Committee for the purpose of recording decisions made by such a Committee.

7.2 Hearing Procedures

The Committee will:
1. Notify the student and referring party of the hearing details (i.e. date, time, venue and format of the hearing) at least five working days in advance.
2. Allow both the student and the referring party to present evidence and question each other.
3. Follow principles of due enquiry to ensure a fair, impartial process.
4. Provide the student the opportunity to bring representation (e.g., tutor, Students' Union

representative, a member of the Postgraduate Advisory Service).

At a minimum, the student and the party raising the concerns should be informed in advance of the hearing that:

(a) The student is entitled to be present at the hearing when the School/Discipline's concerns in relation to their ability to comply with fitness to practise requirements are presented to the School of Education Fitness to Practice Committee.
(b) The student's tutor (or, in the case of a student registered on a postgraduate course, a member of the Postgraduate Advisory Service) or any other person of the student's choice may represent the student.
(c) The student and any such representative shall be given full opportunity to be heard on the matter before the School Committee.
(d) Should the student bring representation to the School Committee, the party referring the case to the School Committee may also bring representation.
(e) The student or their representative is entitled to question the party referring the case or their representative, on the case made against the student.
(f) The party referring the case to the School Fitness to Practice Committee and any representative is equally entitled to be present at the hearing when the student's response to the concerns raised is presented and is entitled to question the student on this response.
(g) The student or the party referring the case to the School Fitness to Practise Committee has the right to appeal the decision of the Committee to the College Fitness to Practise Committee (see 6.5.4 of the University Policy for further details).
(h) Where appropriate, the student may seek support from Student Counselling or College Health.

7.3 Decision-Making
The Committee may take one or more of the following actions as set out in section 3 of Schedule 5 and the Calendar Part II, Part B, subject to approval by the Senior Lecturer or Dean of Graduate Studies, and summarised as follows:
- Issue a caution.
- Recommend additional supervision or training.
- Require medical or psychological assessments.
- Recommend temporary suspension or withdrawal from the programme.
The student has the right to appeal the decision to the College Fitness to Practise Committee.

8. STUDENTS WITH DISABILITIES
If a student has a disability and registers with Trinity disAbility Service, the School will collaborate with Trinity disAbility Service to provide reasonable accommodations (based on Learning and Educational Needs Summary [LENS] or Placement LENS reports).

Concerns about a student's ability to practise despite accommodations will be addressed under

this policy, with sensitivity to their needs.

9. POWERS TO SUSPEND

If a student's behaviour threatens the well-being of the students they teach, school or University staff, fellow students, or the public, the Head of School or placement staff may suspend the student from placement immediately. The matter is then referred to the Junior Dean or the School Fitness to Practise Committee.

10. APPEALS

Students may appeal decisions of the School Fitness to Practise Committee to the College Fitness to Practise Committee within 15 working days of the date on which the decision has been communicated to the parties. Appeals are full re-hearings conducted in accordance with University policy.

11. RELATED DOCUMENTS

This policy should be read in conjunction with:

- Céim: Standards for Initial Teacher Education.
- Code of Professional Conduct for Teachers.
- Garda Vetting Procedures.
- Guidance for Registered Teachers about the use of Social Media and Electronic Communication.
- Reasonable Accommodation Policy for Students with Disabilities (April 2023).
- The 2010 Consolidated Statutes, Chapter on Student Conduct and Capacity, Schedule 5 Fitness to Practise.
- University Calendar Part II, Part B.
- Trinity College Dublin's Child Protection Policy.
- University Fitness to Practise Policy (Version 2.0, 4 December 2024).

Learning Outcomes

Programme Learning Outcomes
The learning outcomes for the Professional Master of Education are set out below under relevant headings.

Knowledge
On successful completion of this course, graduates will be able to:
- Evaluate and critically apply subject knowledge and expertise in teaching, learning and assessment;
- Evaluate theoretical frameworks, models and research evidence to underpin and implement a research-informed approach to practice;
- Reflect critically on their professional practice, identify the unique role of the teacher as professional in providing for the holistic development of the whole person and act as a self-reflective autonomous professional;
- Synthesise the subject matter, pedagogical content and related methodologies of the subject specific curricula and understand how these can be made accessible to all pupils, while applying national curriculum specifications at Junior and Senior Cycle;
- Reflect on the aims, nature and purposes of education and identify the social, cultural and policy contexts in which the aims of education are defined and implemented.

Know-how, Skills and Competence for Teaching
On successful completion of this course, graduates will be able to:
- Identify how to plan, organise and implement lessons, and apply their knowledge in development of individual class plans which are appropriate to their pupils' abilities and interests, are coherent with the syllabus, and make use of a range of appropriate teaching methods and technologies;
- Identify and apply research informed approaches to integrating literacy and numeracy across the curriculum through innovative design of course content, teaching methodologies and assessment;
- Apply a range of appropriate classroom management and organisational skills to support effective, high-quality learning for all pupils;
- Identify the individual potential of pupils and their diverse experiences, backgrounds and learning styles to inform planning for teaching, learning and assessment and promote their holistic development;
- Apply and evaluate teaching, learning and assessment strategies, including assessment of and for learning, which respect the uniqueness, individuality and specific needs of pupils;
- Design course content, teaching methodologies and assessment practices to create safe,

challenging and inclusive learning environments for their pupils;

- Facilitate a creative learning environment in which pupils may become active agents in their own learning and develop lifelong learning skills, by supporting and motivating pupils to take responsibility for their learning and celebrating examples of student effort and success;
- Identify the importance of developing professional relationships, through effective communication and engagement with pupils, parents, colleagues, school leaders, co-professionals and the wider community;
- Apply a range of digital technologies to facilitate effective teaching and assessment practices and assist pupils' learning and integrate the use of digital technologies within their practice to facilitate proficiency by pupils in digital literacy.

Know-how, Skills and Competence: Critical and Analytical Skills
On successful completion of this course, graduates will be able to:
- Synthesise cross-curricular links and themes, including those relating to intercultural competence, wellbeing and global citizenship education and identify how these may relate to the life experience of their pupils;
- Integrate theory and practice, by applying their knowledge of learning theories, curriculum development and educational policy to enrich their professional practice and support student learning;
- Identify the core professional values of trust, integrity, care and respect as outlined in the *Code of Professional Conduct for Teachers,* develop an informed ethical position and ability to apply these values to their practice;
- Identify the legal and professional aspects of a teacher's position and responsibilities in relation to their pupils, applying knowledge of legislation relevant to the school and the classroom;
- Evaluate a range of scholarly perspectives relating to education through critical analysis of sources and present coherent arguments informed by research in an articulate, academic style;
- Interpret research evidence and show understanding of a range of research traditions to compose a thesis in an appropriate scholarly format, while applying research skills to integrate new knowledge and understandings into their own practice and develop the role of teacher as researcher.

Competence: Learning to Learn and Insight as Reflective Practitioners
On successful completion of this course, graduates will be able to:
- Reflect on their professional practice and the learning of their students, through self-reflection, peer reflection in professional learning communities, engagement with constructive feedback from pupils and school management and critical engagement with research;
- Reflect on their own professional learning and demonstrate a commitment to lifelong professional learning to facilitate continuous development and improvement over the

course of their career;

Apply their knowledge and skills to participate constructively in the development of the school as a learning community and contribute to the development of educational standards and guidelines for the teaching profession.

Reference/Source:
Student Learning Development
Accessible Information Policy

Module Descriptors & Compulsory Reading Lists

The School reserves the right to amend the list of available modules and, in particular to withdraw and add modules. Timetabling may restrict the availability of modules to individual students.

Coursework Requirements

School Placement

Module title	School Placement
Module code	EDPT7911
Mode of delivery	Blended: predominantly face to face, in person teaching, with some online elements
Module ECTS Weighting	25 ECTS
Semester of delivery	Semester 1
Module Contact Hours	This is a 26-week module which runs throughout the academic school year. Semester 1 – 10 weeks x two 2-hour classes each week with tasks to complete each week Semester 2 – 16 weeks (12 teaching weeks) x 5 full days each week in school (School Placement; Teaching Weeks bookended by periods of Observation & Preparation and Reflection & Action Planning)
Module Coordinator	Prof. Gavin Murphy/ Clare Ryan (Dr Louise Heeran Flynn is on sabbatical for Michaelmas Term 2025/26)
Module teaching staff and academic titles	Prof. Gavin Murphy/ Clare Ryan, School of Education academic staff, and invited external speakers
Module description—content	The School Placement module (EDPT7911) in the first year of the PME is a taught module in the first semester (4 hours per week for 10 weeks). The taught module is designed to help students to prepare for their first School Placement. The taught module begins with Introductory School Placement sessions during the PME Orientation which runs at the beginning of the first semester. In keeping with the Teaching Council's Céim: Standards for Initial

Teacher Education (2020), the module is developed with the seven core elements of Céim in mind. These seven core elements are key areas of study which are included in the PME through both the Foundation Studies and Professional Studies modules also. These seven core elements also underpin all aspects of the School Placement module. This ensures that students encounter threshold concepts in a spiral, iterative manner across the programme.

Inclusive Education: With reference to Inclusive Education as outlined in the Glossary, this includes the fostering of appropriate learning environments, including digital ones, that support the development of student teachers' ability to provide for the learning needs of all pupils by utilising, for example, a universal design for learning framework.

Global Citizenship Education: to include Education for Sustainable Development; Wellbeing (personal and community); Social Justice, Interculturalism. There should be demonstrable integration between Inclusive Education and Global Citizenship Education rooted in the principle of care for others. Professional Relationships and Working with Parents: (to include working with parents, pupils, peers, external agencies and others; preparing for school placement; the school as a learning community; and legislation relevant to the school and classroom).

Professional Identity and Agency: to include support for the development of the teacher as a self- reflective autonomous professional who demonstrates the four values outlined in the Code of Professional Conduct for Teachers, and the teacher as a lifelong learner (and Treoraí) in relation to the continuum of teacher education.

Creativity and Reflective Practice: (to include fostering a creative mindset among student teachers, teachers as reflective practitioners; teachers as innovators; teachers as researchers; teachers' relationship with the school as a learning community and the development of Taisce to support the process of portfolio-based learning).

Literacy and Numeracy: Programme design shall ensure that student teachers are afforded opportunities to enhance their own

literacy and numeracy and are required to demonstrate an acceptable level of proficiency in literacy and numeracy. Students shall be required to demonstrate their competence in teaching and assessing literacy and numeracy appropriate to their curricular/subject area(s).

Digital Skills, to include Digital Literacy: the use of digital technologies to support teaching, learning and assessment for all learners; the integration of digital skills across the programme including opportunities for student teachers to explore new and emerging technologies.

Refer to: Céim: Standards for Initial Teacher Education (Teaching Council, 2020). Available at: https://www.teachingcouncil.ie/en/news-events/latest-news/ceimstandards-for-initial- teacher-education.pdf

Semester 1: Orientation & Preparation

The PME Orientation, held at the start of the first semester, has a theme of 'Becoming'. It focuses on the lifelong learning that is required to 'become' a post primary teacher. The Orientation provides a general overview of the PME programme and equips students for their introduction to teaching in the classroom. There is an emphasis on active, creative and inclusive classroom teaching, learning and assessment methods. Introductory pedagogy modules begin during the PME Orientation when students meet with their specific Pedagogy coordinators.

The Orientation include inputs on the Partnership Model of Teacher Education, pedagogy workshops, classroom and behaviour management, communication skills, voice protection and management, lesson planning, approaches to reflection, stress and stress management, assessment, and introduction to developing both a planning portfolio and a Taisce. There is also a workshop on writing at master's level, using the library for research purposes, and an introduction to the research culture in educational studies in relation to the Irish and international curricula. These early preparatory research-oriented activities are designed to prepare students for their Taisce and associated portfolio work, which will feed directly into all aspects of their professional and academic studies, and potentially providing the

	basis for their research project in Year 2.
	Semester 1: Taught Element of School Placement The taught element of the School Placement module is led by the School Placement Coordinator. Utilising a Partnership model, during the School Placement module, student teachers will also hear from a wide variety of stakeholder voices, including school leaders, practicing post primary teachers, students and parents. 'The school as a learning community' is a key theme underpinning both the Orientation programme and the module and will cover such areas as legislation relevant to school and classroom, the teacher and external agencies, early childhood education, transition to post primary schools, parents in education, global citizenship, inclusive education, the teacher as a professional and the teacher as a creative and reflective practitioner. School Placement sessions continue on a weekly basis for the duration of the first semester (10 weeks). These seminars take a spiral approach to learning, gradually building students' capacity to plan, implement and evaluate structured teaching, learning and assessment episodes that are inclusive by design. This process will begin with the introduction of concepts such as Learning Intentions, Curricular Objectives, and AfL/AoL/AaL. Various School Placement sessions will also involve small-group microteaching, with peer feedback. In this way, students' understanding of the key concepts that underpin inclusive lesson design is reinforced and solidified during each session, allowing for a logical progression from simple to more complex ideas. Students also engage in microteaching in their Pedagogy Strands so that they can gain feedback in a subject specific manner. The module is designed in keeping with the seven core elements of Céim (Teaching Council's Céim: Standards for Initial Teacher Education (2020). For a specific outline of the taught content of this module, please refer to the School Placement Handbook
Module learning aims/objectives.	Initial Teacher Education (ITE) is a lifelong process that reflects the knowledge, attitude, skills and professional dispositions required to inform practice in schools and to contribute to the advancement of the profession and the changing needs of society. This core module aims to provide a pathway for personal and professional development that seeks to enable students to fulfil

	their potential as post primary teachers. This pathway reflects evolving national educational standards and requirements, and international best practice in the field of Initial Teacher Education at second level.

This module is focused on practice in order that the student can use their own experiences as a source of knowledge. Students will develop skills to employ active, creative and inclusive planning and practices. Students will be encouraged to develop their skills in reflection in an attempt to better understand their practice. Engaging in the process of portfolio-based learning through the Taisce enables the student teacher to reflect on their professional learning, and to identify and plan for areas in which they may need further support or guidance. The level of analysis of preparation, practice and evaluation within the School Placement assessments and related professional and academic assignments will enable students to demonstrate knowledge, skill and competence in second level education appropriate to the level of the program undertaken.

The overall aim of this module is to provide students with an incrementally based, spiral, iterative experience of working in schools, and to prepare them to operate to the highest professional standards across all aspects of school life. It is designed to give students an opportunity to learn about inclusive teaching, learning and assessment, to gain practice in teaching, and to apply theory in a variety of teaching situations. |
| **Module learning outcomes (MLO)** | Students are facilitated through a range of appropriate teaching, learning and assessment approaches to become inclusive, articulate, inquisitive, creative practitioners capable of problem solving, analysis, reflection and self-direction at a level appropriate to their development as student teachers. In their pursuit of personal, professional and academic development as creative, inclusive and reflective practitioners, they are guided, supported and facilitated by in-school mentors and teacher colleagues and College tutors through the implementation of second level curricula.
On successful completion of the module, students should be able to:
assess, plan, implement and evaluate structured teaching and learning episodes that are inclusive by design, for pupils in second level education, commensurate with their stage of development |

	and in accordance with School of Education requirements and the policies of their placement school
	demonstrate appropriate skill, knowledge, competence and professional dispositions in their interactions both in the classroom context and in extracurricular activities
	critically reflect on their experiences in a range of educational settings.
	work in a professional manner with staff and students in the school environment
	evaluate the application of inclusive education principles in the classroom, and discuss how to promote an inclusive learning and teaching environment showing awareness of and facilitating individual pupil needs
	demonstrate an understanding of culturally responsive pedagogy, which will enrich their classroom teaching and develop pupils' intercultural competence and understanding as global citizens; in particular in relation to working in inclusive, culturally diverse classrooms
	engage constructively with feedback from their college placement supervisor, treoraí (cooperating teacher) and/or mentor, and principal teacher and demonstrate growth in his/her professional identity as a student teacher
	have due regard to the ethical values and professional standards set out in the Teaching Council's Graduate Standards, the Teaching Council's Code of Professional Conduct for Teachers and the School of Education's School Placement Handbook.
Module Assessment Components (MAC) and their weighting	The Year 1 School Placement module is assessed by continuous assessment before, during and after the in-school element of School Placement. As student teachers are preparing to go on School Placement, student teachers must engage with and complete a number of hurdle tasks, before they can go in schools for School Placement. Whilst on School Placement itself, student teachers must continually plan for all lessons that they teach and engage in reflective writing practice. At the end of School Placement, student teachers must engage in a Reflection & Action Planning week, and they must submit their Taisce. *Hurdle Tasks (Prior to going on School Placement)* Prior to School Placement, students must complete a number of hurdle tasks. These hurdle tasks are specifically designed to ensure that the student is ready and prepared to undertake School Placement.

These hurdle tasks include:
-Uploading of Consent Form to Blackboard
-Uploading of School Timetable to Blackboard
-Garda vetting completed
-Regular and consistent attendance at the weekly School Placement sessions
-Preparation & Planning Tasks completed (Teaching Philosophy) - Creation and uploading of a Teaching Philosophy to Blackboard (this is a work in progress which will be worked on throughout the course and as such, the uploaded Teaching Philosophy is a first iteration)
-Completion of two Tusla online programmes i.e., Children First and Mandated Persons online courses and two certs uploaded to Blackboard
-Completion and uploading of two Observation & Preparation Handbooks and Attendance Sheets

During Teaching Weeks
Whilst on School Placement, student teachers must continually plan for all lessons and Units of Learning that they teach and engage in reflective writing practice.

Planning Requirements
A Unit of Learning must be created and completed for each group before you teach it – uploaded to Blackboard.
A Lesson plan to be created and ready in advance of teaching every lesson – uploaded to Blackboard by the previous evening at 8 p.m. at the latest

Reflective Writing Requirements
Student teachers must engage with reflective writing requirements whilst on School Placement i.e.:
Critical Reflection after every Unit of Learning – uploaded to Blackboard
One Post Lesson Reflection (PLR) after every lesson plan – uploaded to Blackboard
One Weekly Reflection per week (i.e. 12) – uploaded to Blackboard
Taisce uploaded to Blackboard

School Placement Visits

During School Placement, student teachers will receive a minimum of three visits from School Placement Tutors (SPT) as follows:

Visit 1 - Announced, Ungraded, Formative School Placement Assessment Visit

Visit 2 - Announced, Graded School Placement Visit

Visit 3 - Announced, Graded School Placement Visit

Whilst on School Placement, students are formally assessed on six areas i.e.:

Quality of Preparation & Planning

Quality of Teaching

Quality of Student Learning

Quality of Assessment

Quality of the Learning Environment (to include Classroom Management)

Quality of Reflection

Please refer to the School Placement Handbook for further information. Continuous assessment is used throughout School Placement assessing the student's School Placement Planning & Preparation folder/portfolio and Taisce. Students receive constructive oral and written feedback according to prescribed categories of performance following each of the above visits.

Assessment in the School Placement module is as follows:

2 announced, graded visits from School of Education Tutors (80%)

Assessment of the Taisce encapsulates the principles of Universal Design for Learning. The student teacher selects relevant items from their planning folder as a focus for the assessment. These items should best represent their transformation over the year. A rationale for why and how this selection represents their transformation or significant change over the year will be assessed by the School Placement team and an Action Plan for Advanced School Placement. During this module of School Placement, the student teacher shall, through the use of their Taisce:

Demonstrate an understanding of inclusive education as applicable to that context

Demonstrate an understanding of working with parents (20%)

The two assessed visits account for 80% and the assessment of the Taisce accounts for 20% of the final School Placement mark.

	Other Important Points to Note: Due to its critical importance and relevance to entering the teaching profession, a student teacher is required to pass the School Placement element of the PME programme independently of any other element of the programme, to achieve the qualification being awarded. Students who fail a module of School Placement shall be offered support before being afforded not more than one opportunity to repeat that placement, with due regard to the College's Fitness to Practice code (Céim: Standards for Initial Teacher Education, Teaching Council, 2020). Diversity of Placement Settings School Placement must comprise a minimum of two placement settings over the two years of the programme, and must incorporate a variety of teaching situations, class levels and school contexts, including Irish medium schools. Therefore, students must secure a different school for their Advanced School Placement in Year 2. Pass Requirement 40% There is no compensation in this module. The School Placement module must be passed in the PME.
Reading List	Black, P., Harrison, C., Lee, C., Marshall, B., and William, D. (2003). *Assessment for Learning: Putting it into Practice*. Open University Press. Black, P., Harrison, C., Lee, C., Marshall, B., and William, D. (2004). *Working inside the Black Box: Assessment for Learning in the Classroom*. London. Cheminais, R. (2008). *Engaging Pupil Voice to Ensure that Every Child Matters: A Practical Guide*. David Fulton. Cohen, L., Manion, L., and Morrison, K. (2004). *A Guide to Teaching Practice*. 5th edition. Routledge Falmer. Department of Education & Science (2022). *Looking at Our Schools*. Stationery Office. Dewey, J. (1997). *Experience and Education*. Pocket Books. Griffith, A. and Burns, M. (2012). *Outstanding Teaching: Engaging Learners.* Crown House Publishers.

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	Spendlove, D. (2011). *Putting Assessment for Learning into Practice.* Continuum.
	Taylor, R. L., Smiley, L. and Richards, S., B. (2012). *Exceptional Students: Preparing Teachers for the 21st Century*. McGraw Hill.
	Teaching Council (2016). *Code of Professional Conduct for Teachers Updated 2nd Edition.* Available at: https://www.teachingcouncil.ie/en/publications/fitness-to-teach/code-of- professional-conduct-for-teachers1.pdf
	The Teaching Council of Ireland (2016). *Cosán: Framework for Teachers' Learning.* Available at: https://www.teachingcouncil.ie/en/publications/teacher-education/cosan- framework-for-teachers-learning.pdf
	The Teaching Council (2017). *Droichead: The Integrated Professional Induction Framework.* Available at: *https://www.teachingcouncil.ie/en/_fileupload/droichead-2017/droichead-the- integrated-professional-induction-policy.pdf*
	The Teaching Council (2020). Céim*: Standards for Initial Teacher Education.* Available at: https://www.teachingcouncil.ie/en/news-events/latest-news/ceim-standards-for- initial-teacher-education.pdf
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Foundation modules

Introduction to Assessment and Examinations in Post-primary Education

Module title	Introduction to Assessment and Examinations in Post-primary Education
Module code	ET7920
Mode of delivery	In-Person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	Lectures: 1 hour per week for semester (1 x 10 weeks) Tutorials: 3 hours delivered over 10 weeks
Module Coordinator	Prof. Damian Murchan
Module teaching staff and academic titles	Prof. Damian Murchan and occasional invited speakers
Module description—content	This module explores a range of themes reflecting current policy and practice in relation to assessment in addition to likely needs and developments. Areas of inquiry include: understanding the broad policy context for assessment in post-primary education, including emphasis on literacy, numeracy, other key skills and educational equity applying assessment in teaching and learning implications for assessment of curriculum review and development at Junior and Senior Cycles formative and summative assessment and their practical implications in the classroom methods and policy impact of international assessments of educational achievement design and use of classroom assessments to monitor student achievement and ensure inclusive participation of all students incorporating digital technology in assessment planning, conducting, and facilitating classroom- based assessment communicating and reporting assessment information.
Module learning aims/objectives.	Provide students with an introduction to the theory, policy and national and international best practice in relation to student assessment and examinations. Help students critically explore options, implications and

	responsibilities for assessment in light of policies and curricula enacted nationally and relevant professional teaching standards. Support students in reflecting on, selecting, developing, critically appraising and communicating in relation to relevant assessment and examination techniques for use in their professional lives. Provide opportunities for students to engage in individual and collaborative professional reflection and dialogue on a range of concepts and issues relevant to the module.
Module learning outcomes (MLO)	On successful completion of this module, the student should be able to: identify, describe and critically engage with theoretical, policy, professional and societal issues relating to assessment and testing illustrate, apply and communicate effectively about relevant assessment-related concepts with reference to post-primary education in Ireland in general and their own current and future roles on the teaching continuum demonstrate capacity to choose and employ appropriate knowledge, skills and techniques, including digital formats, to monitor students' learning using established protocols and/or creative solutions demonstrate capacity to engage in research-informed self-reflection relevant to the application of assessment principles and practices in their own teaching, including the role of assessment in diverse and inclusive educational environments assemble and critically interpret information and resources from a variety of quality sources to support their awareness, understanding and competencies in relation to relevant concepts.
Module Assessment Components (MAC) and their weighting	Summative Assessment (100%) Written assignment of 3000 words or a video-format equivalent.
Reading List	Selected primary sources associated with the module may draw from the following. Additional readings may be provided to students during the module. Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148. Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(5), 5–31. Department of Education. (2022). *Chief Inspector's Report September 2016 – December 2020*. DoE Inspectorate. Department of Education and Skills. (2015). *A Framework for Junior Cycle*. Department of Education and Skills. Guskey, T. R. (2018). Does Pre-Assessment Work? *Educational*

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Murchan, D. (2020, 8th September). Standardisation of Leaving Cert grades happens each year – but usually far from the spotlight. *Irish Independent*.

Murchan, D. (2022) Exploring contemporary assessment policy and practice in the context of Dewey's philosophy of education. In J. Ávila, AG Rud, L. Waks & E. Ring (Eds) *The Contemporary Relevance of John Dewey's Theories on Teaching and Learning. Deweyan Perspectives on Standardization, Accountability, and Assessment in Education,* (pp. 221-238). Routledge.

Murchan, D. & Johnston, K. (Eds.). (2021). *Curriculum change within policy and practice: Reforming second-level education in Ireland*. Palgrave Macmillan.

Murchan, D., & Shiel, G. (2017). *Understanding and Applying Assessment in Education*. SAGE Publications.

National Council for Curriculum and Assessment (2022). *Senior cycle review. Advisory report*. Dublin.

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Smyth, E. (2019). *Senior cycle review: analysis of discussions in schools on senior cycle pathways and structures in Ireland*. ESRI.

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Smyth, E., McCoy, S., & Banks, J. (2019), Student, teacher and parent perspectives on senior cycle education.
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State Examinations Commission (2021). *Accredited grades for Leaving Certificate 2021.*
Report on the national standardisation process. Athlone.
State Examinations Commission (2021). *Reasonable accommodations at the 2022 certificate examinations. Instructions for schools*. Athlone.

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jct.ie
examinations.ie
curriculumonline.ie
 esri.ie
erc.ie
quizlet.com
diagnosticquestions.com
 quizizz.com
studyclix.ie
https://sk.sagepub.com/reference/sage-encyclopedia-of-educational-research- measurement-evaluation (Sage Encyclopaedia of Educational Research, Measurement and Evaluation)

Irish Educational History and Policy

Module title	Irish Educational History and Policy
Module code	ET7921
Mode of delivery	In-Person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	1 hour lecture x 10 weeks 3 tutorials total
Module Coordinator	Dr John Walsh
Module teaching staff and academic titles	Dr John Walsh and occasional Guest Lecturers
Module description—content	The module will explore a variety of themes focusing on the historical development of education in Ireland; educational policy in the modern Irish state and contemporary issues and controversies in Irish education. The principal content areas of the module will include: the Historical Context and origins of the modern educational sector cultural nationalism, the Irish language and education in early independent Ireland reform or stagnation? Irish educational policy at second level: 1932-59 the Politics of Expansion: 'Investment in Education' and the transformation of educational policy at primary and post-primary level, 1959-80 – exploring narratives of social justice and economic utilitarianism Higher Education: Diversification, expansion and the binary system contemporary policies in higher education: 'increasing' or 'widening' participation in higher education? Education and the Constitution – the legal and constitutional framework; the family as primary educator and the evolving role of parents secularisation in Irish education – interculturalism, cultural diversity and international influences contemporary policy issues at primary and post-primary levels: policy frameworks to underpin inclusion in schools; integration of

	literacy and numeracy, junior cycle curriculum reform; digital literacy and the Knowledge Based Economy review and evaluation.
Module learning aims/objectives	Explore the educational policy of the Irish state and its implications for educational practice. Introduce students to contemporary policy issues and controversies in Irish education including adoption of legislative and policy initiatives to achieve inclusion in schools, curriculum reform at primary and secondary level and initiatives to foreground literacy and numeracy. Consider theoretical frameworks which seek to explain the relationship between society and education in the context of policy and practice in Ireland. Promote understanding of legal and constitutional frameworks in education, particularly legislation relevant to the school and classroom. Analyse the debate surrounding denominational /religious and secular/state-centred systems of education in an Irish context. Examine Irish educational policy within a European and international context.
Module learning outcomes (MLO)	On successful completion of this module, students should be able to: investigate educational policies at primary, post primary and higher levels within an appropriate historical context evaluate the significant issues in contemporary Irish education including policy developments relating to inclusion in education, knowledge based economic development and the Global Education Reform Movement identify the implications of wider societal challenges for educational policy and practice, including intercultural diversity, climate change and social justice identify and evaluate the legislative and constitutional framework governing educational systems, policy and practice in Ireland analyse critically local, regional and global influences on Irish education through evaluation of primary sources and academic literature synthesise theoretical frameworks and perspectives which may inform educational policies and understanding of practice reflect critically on the importance of ideology in education, including political and religious ideologies and the dominant free market paradigm of the last generation.
Module Assessment	Summative Assessment (100%): One written assignment

Components (MAC) and their weighting	(maximum 2,500 words), to assess the students' abilities to: demonstrate a range of knowledge and understanding of the specific field, indicative of extensive reading and individual research provide a critical interpretation of theoretical perspectives and issues covered in the module compose an assignment in an appropriate scholarly format with adequate referencing critically apply selected content of the module within the context of their own professional practice identify and articulate the relationship(s) between contemporary policies and historical issues.
Reading List	Secondary Sources Apple, M. (2011). *Education and power.* Routledge. Coolahan, J. (1981). *Irish Education: its history and structure*. IPA. Coolahan, J & O'Donovan, P. (2010). *A History of Ireland's School Inspectorate, 1831-2008*. Four Courts Press. Coolahan, J. (2017). *Towards the Era of Lifelong Learning: A History of Irish Education 1800- 2016*. IPA. Drudy, S. & Lynch, K. (1993). *Schooling and society in Ireland*. Gill & Macmillan. Foucault, M. (2020). *The Essential Works of Michel Foucault*. Penguin. Giddens, A. (1995). *Politics, Sociology and Social Theory.* Polity Press. Giddens, A. (2001). *Sociology*. Polity Press. Giroux, H. (1984). *Ideology, Culture and the Process of Schooling*. Falmer. Gottesman, I. (2016). *The Critical Turn in Education*. Routledge. Green, A. (1990). *Education and State Formation*: *the rise of education systems in England, France and the USA*. Macmillan. Harvey, D. (2011). *A Brief History of Neoliberalism*. Oxford University Press. Hyland, A. and Milne, K. (1987). Irish Educational Documents, vol. 1. CICE. Jones, V. (2006). *A Gaelic Experiment: The Preparatory System 1926-1961 and Coláiste Moibhí*. Woodfield Press. Kelly, A. (2002). *Compulsory Irish: The Language and Education in Ireland 1870s to 1970s.* Irish Academic Press. Keogh, D. (2008). *Edmund Rice And The First Christian Brothers.* Four Courts Press. Lynch, K. (1999). *Equality in education*. Gill & Macmillan. Loxley, A., Seery, A. and Walsh, J. (2014). *Higher Education in Ireland: Practices, Policies and Possibilitie*s. Palgrave Macmillan.

McGraw, S., & Tiernan, J. (2022). *The Politics of Irish Primary Education*. Peter Lang.

Mitchell, D. E., Shipps, D., & Crowson, R. L. (Eds.) (2017). *Shaping Education Policy*. 2nd edition. Routledge.

Mulcahy, D.G. & O'Sullivan, D. (1989) (Eds). *Irish Education Policy: Process and Substance.*
IPA.

Murphy, M. (Ed.) (2022). *Social Theory and Education Research: Understanding Foucault, Habemas, Bourdieu and Derrida*. Routledge.

Ó Buachalla, S. (1988). *Educational Policy in Twentieth Century Ireland.* Wolfhound Press. Parkes, S. M. (2010). *A Guide to Sources for the History of Irish Education 1780-1922.* Four Courts Press.

Walsh, J. (2008). *Patrick Hillery: The Official Biography*. New Island.

Walsh, J. (2009). *The Politics of Expansion: the transformation of educational policy in the Republic of Ireland*. MUP.

Walsh, J. (2018). *Higher Education in Ireland, 1922-2016, Politics, Policy and Power - a history of higher education in the Irish state*. Palgrave Macmillan.

Walsh, J. and Loxley, A. (2015). 'The Hunt report and higher education policy in the Republic of Ireland - an international solution to an Irish problem?' *Studies in Higher Education*, 40(6), pp. 1128-1145.

Walshe, J. (1999). *A New Partnership in Education in Ireland: from consultation to legislation in the 1990s*. IPA.

Walshe, J. (Ed.) (2016). *Essays in the History of Irish Education*. Palgrave Macmillan.

Official documents
Department of Education and Skills (2011). *The National Strategy for Higher Education to 2030 (Hunt Report*). DES.

Department of Enterprise, Trade and Employment (2006). *Strategy for Science, Technology and Innovation.* Department of Enterprise, Trade and Employment.

Government of Ireland (1965). *Investment in Education: Report of the Survey Team appointed by the Minister for Education in October, 1962*. Stationery Office.

Government of Ireland (1980). *White Paper on Educational Development*. Stationery Office. Government of Ireland (1995). *White Paper: Charting our Education Future*. Stationery

	Office. Oireachtas Éireann (1998). *The Education Act 1998*. Oireachtas Éireann (2000). *The Education Welfare Act 2000*. Government of Ireland (1999). *Ready to Learn: White Paper on Early Childhood Education*. Stationery Office. Department of Education and Science (2005). *Delivering Equality of Opportunity in Schools (DEIS): An action plan for educational inclusion*. DES. OECD (2004). *Review of Higher Education in Ireland: Examiners' Report*. OECD. Websites http://www.education.ie http://www.enterprise.gov.ie/ http://www.hea.ie http://www.oecd.org/ http://www.esri.ie/ http://www.oireachtas.ie

Applied Psychology in Education

Module title	Applied Psychology in Education
Module code	ET7922
Mode of delivery	In-person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	1 lecture per week over one semester (1 x 10 weeks). 3 tutorials per semester
Module Coordinator	Dr Aoife Lynam.
Module teaching staff and academic titles	Dr Aoife Lynam.
Module description—content	Areas to be covered include: introduction: the importance of psychology for educators. doing things right . . . or doing the right things: developing professional identity and thinking like a psychologist. adolescence: a time of storm and stress? who am I? Identity development and personal agency in adolescence. being inclusive: understanding individual and group differences in identity development. understanding the person in context: applying Bronfenbrenner's Bioecological Theory for successful relationships in the school community. applying psychology to social justice – countering prejudice and discrimination in education (bully/victim problems in schools – e.g., traditional bullying, cyberbullying, disablist bullying, alterophobia) fact or fiction: does Growth Mindset work? what do we mean by intelligence, IQ, and Emotional Intelligence (EQ) – and do these concepts matter? being creative and imaginative: applying psychology to applied issues: The case of "BeSAD": Bereavement, separation, and Divorce.
Module learning aims/objectives	The aims of the module are: Generally, to enable the student to apply key areas of psychology in the understanding and practice of post-primary education; and Specifically, to provide a clear, reflective, critical knowledge of areas such as adolescent development, identity development through adolescence, bully/victim problems, Growth Mindset, intelligence, and applied issues pertinent to BeSAD (bereavement,

	separation, and divorce).
Module learning outcomes (MLO)	On successful completion of this module, students should be able to: demonstrate a clear and reflective understanding of how psychological knowledge may be applied in the practice of post-primary education critically apply their knowledge in the facilitation of the development of positive learning experience critically analyse areas of debate and concern within chosen topic areas formulate coherent responses to broader and fundamental ideas within the psychology of education, such as what motivates / hinders the learning process; and, critically appraise contemporary ideas within educational practice, such as Growth Mindset and the notion of learning styles.
Module Assessment Components (MAC) and their weighting	The module is assessed by a single 2,500-word assignment (100%). Students will be expected to select and answer one essay title from a choice of five, formatted according to the guidelines provided in the Course Handbook.
Reading List	Crain, W. (2017). *Theories of development: Concepts and applications (6th Edn)*. Routledge. Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House. Frith, U., & Blakemore, S. J. (2005). *The learning brain - Lessons for education*. Blackwell Publishing. Gross, R. (2020). *Psychology: The science of mind and behaviour (8th Edn)*. Hodder Education. Lynam, A., McConnell, B., & Mc Guckin, C. (2020). BeSAD . . . "it was truly an awful experience": an exploration of pre-service teachers' experiences and training needs to support pupils experiencing issues of bereavement, separation and divorce. *Pastoral Care in Education, 38*(1), 64-82. DOI: 10.1080/02643944.2019.1700547 Available at: http://www.tara.tcd.ie/handle/2262/100289. Mc Guckin, C., & Corcoran, L. (Eds.) (2016). *Bullying and cyberbullying: Prevalence, psychological impacts and intervention strategies*. Nova Science. (ISBN: 978-1-53610-049-5). Mc Guckin, C., & Corcoran, L. (Eds.) (2016). *Cyberbullying: Where are we now? A cross- national understanding (Printed edition of the special issue published in Societies)*. MDPI AG. (ISBN 978-3-03842-310-2 [Hbk], ISBN 978-3-03842-311-9 [electronic]).

Minton, S. J. (2012). *Using psychology in the classroom*. Sage.

Purdy, N., & Mc Guckin, C. (2015). Cyberbullying, schools and the law: A comparative study in Northern Ireland and the Republic of Ireland. *Educational Research, 57*(4). 420-436. DOI: 10.1080/00131881.2015.1091203 Available at: http://www.tara.tcd.ie/handle/2262/75948

Purdy, N., & Mc Guckin, C. (2015). Disablist bullying in schools: giving a voice to student teachers. *Journal of Research in Special Educational Needs, 15*(3), 202-210. DOI: 10.1111/1471-3802.12110 Available at: http://www.tara.tcd.ie/handle/2262/75946.

Santrock, J. W. (2021). *Educational psychology (7th Edn)*. McGraw-Hill.

Snowman, J., & McCown, R. (2015). *Psychology applied to teaching (14th Edn)*. Wadsworth Publishing Co.

Stassen Berger, K. (2022). *The developing person through the lifespan (12th Edn)*. Worth Publishers.

Völlink, T., Dehue, F., & Mc Guckin, C. (Eds). (2016). *Cyberbullying: From theory to intervention. Current issues in social psychology series* (series editor: Arjan Bos). Routledge. (ISBN: 978-1-848-72339-9 [hbk], 978-1-848-72339-2 [pbk], 978-1-315-68035-4 [ebk]).

Woolfolk, A.; Hughes, M. & Walkup, V. (2013). *Psychology in education (2nd Edn)*. Pearson Education.

Inclusive Education

Module title	Inclusive Education
Module code	ET7923
Mode of delivery	In person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	Lecture (10 hours) Tutorial (2-3 hours)
Module Coordinator	Prof. Joanne Banks
Module teaching staff and academic titles	Prof. Joanne Banks and invited guests
Module description—content	This Inclusive Education module is a one-semester module taken in the first semester of the Professional Master of Education (PME) programme by all students. This module introduces learners to issues of educational equality, diversity and inclusion in Ireland and internationally. • The module provides an understanding of conceptual understandings of inclusion as well as the legislative and rights perspective on inclusion and exclusion in education. • The module provides learners with an understanding of how we as a society define and view difference by focusing on how systems of education are structured. It highlights the increased diversity in our student population and provides insights into the educational experiences of students with additional learning needs (due to disability, educational disadvantage, ethnicity,sexuality). • This module aims to enhance the students' knowledge of Universal Design for Learning (UDL) and inclusive pedagogy within their planning and practices. *Module content* • Introduction to inclusive education • Historical emergence of special education in Ireland and Irish policy and legislation • Medical and social models of disability

	- Educational disadvantage and inequality - Provision for students with disabilities in mainstream education (segregation/inclusion) - Universal Design for Learning (I) - Universal Design for Learning (II) - Universal Design for Learning (III) - Teaching students with intellectual disabilities Summary of module and student module evaluation
Module learning aims/objectives	The aim of this module is to stimulate debate and discussion around inclusive and special education, educational inequality, educational disadvantages and how systems can be structured to both include and exclude students from school. The module also seeks to: - challenge assumptions held around how society 'treats' or 'responds' to difference with a focus on students who experience barriers to learning or exclusion from school due to disability, ethnicity, socio-economic background and sexuality - provide students with a strong policy and legislative understanding of inclusion within the context of ongoing theoretical debates on inclusion and exclusion - situate their own experiences as educators within these contentious debates - develop an understanding of key literature on Universal Design for Learning (UDL) - develop a capacity to review, reflect upon and critically evaluate planning, teaching, learning and assessment practices through a UDL lens.
Module learning outcomes (MLO)	On successful completion of this module, the student will be able to: critically discuss the range of theories, concepts and principles in special education, inclusive education and student diversity in education at both national and international levels critically reflect on school and system level factors that influence student disengagement and school exclusion (including student outcomes) critically engage with national and international education policies which seek to address barriers to learning (such as educational disadvantage due to disability, socio-economic status, ethnicity etc.) critically reflect on the UDL pedagogical framework including some or all aspects of the UDL principles: Multiple Means of

	Representation, and Multiple Means of Action and Expression.
Module Assessment Components (MAC) and their weighting	The module uses the UDL framework where students are offered Multiple Means of Action and Expression and given flexibility and choice in how they can submit their assignment and show their learning. The mode of assessment submission includes: Essay (1800-2200 words) OR Production of a short (8-10 minute) video or podcast The assignment offers three choices to PME students that include:- The assignment also offers choice in relation to content. Three options are given the first of which focus on 1) conceptual understandings of inclusion; 2) a UDL redesign reflective activity based on students' professional practice; 3) a policy assignment. *Assignment option 1* Conceptual understanding/critical analysis: Provide an analysis of global debates, theories, concepts and policies on special and inclusive education (including an understanding of Universal Design for Learning) and learner diversity at national and international levels; OR *Assignment option 2* Application to practice: Within the context of broader theoretical, conceptual and policy debates on special and inclusive education, complete a Universal Design for Learning redesign activity based on their own professional practice; OR *Assignment option 3* Policy analysis: Within the context of broader theoretical and conceptual debates on special and inclusive education, provide an in-depth overview of inclusive education policy (Irish and international) and describe implications for teaching practice (including Universal Design for Learning). Using the UDL framework, students are offered Multiple Means of Action and Expression and given flexibility and choice in how they

	can submit their assignment and show their learning: a). essay (1800-2200 words); OR b) video/podcast assignment (8-10 minutes). Students are provided with rubrics for each submission method and sample essays and videos are provided.
Reading List	Journals: International Journal of Inclusive Education European Journal of Special Needs Education **Specific Journal Articles:** Banks, J. and McCoy, S. (2011) A Study on the Prevalence of Special Educational Needs, Dublin: ESRI. Banks, J. and McCoy, S. (2017) An Irish Solution…? Questioning the Expansion of Special Classes in an Era of Inclusive Education, The Economic and Social Review, 48:4, 441-461. Ferguson, D.L. (2008) International trends in inclusive education: the continuing challenge to teach each one and everyone, European Journal of Special Needs Education, 23:2, 109-120, DOI: 10.1080/08856250801946236. Greenstein, A. (2014) Is this inclusion? Lessons from a very 'special' unit, International Journal of Inclusive Education, 18:4, 379-391, DOI: 10.1080/13603116.2013.777130. Haegele, J.A. & Hodge, S. (2016) Disability Discourse: Overview and Critiques of the Medical and Social Models, Quest, 68:2, 193-206, DOI: 10.1080/00336297.2016.1143849. Reindal, S.M. (2008) A social relational model of disability: a theoretical framework for special needs education?, European Journal of Special Needs Education, 23:2, 135-146, DOI: 10.1080/08856250801947812. Al-Azawei, A., Serenelli, F. & Lundqvist, K. (2016) Universal Design for Learning (UDL): A Content Analysis of Peer Reviewed Journal Papers from 2012 to 2015, Journal of the Scholarship of Teaching and Learning, Vol. 16, No. 3, June 2016, pp. 39-56. doi: 10.14434/josotl.v16i3.19295. Rose, D.H. () Universal Design for Learning in Postsecondary Education: Reflections on Principles and their Application, Journal of Postsecondary Education and Disability, 19:2, 135-151. Online content: Five Moore Minutes Episode 1- The Evolution of Inclusion! Inclusive culture in schools transforms communities | Heidi Heissenbuttel | TEDxMileHigh

	Shelley Moore: Transforming Inclusive Education I'm not your inspiration, thank you very much | Stella Young Ken Robinson, How to escape education's death valley. The Infrastructure of Inclusion: Compost Kate saves the Earth! Jody Carr and Kendra Frissell (2019) Dynamic, Inclusive Education. A Journey Worth Fighting for

Digital Learning

Module title	Digital Learning
Module code	EDPT7912
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	10 hours over the course of the semester
Module Coordinator	Prof. Keith Johnston
Module teaching staff and academic titles	Prof. Keith Johnston and others to be confirmed.
Module description—content	The module content is sub-divided into three units. Unit 1 focuses on pedagogy in a digital world and develops an understanding of the changing nature of teaching, learning and schooling in the contemporary world, enabled by technology. The unit explores the trajectory of thinking in respect of technology in education, addresses the dominate rationales for technology in education and analyses some of the key frameworks that frame contemporary approaches to the utilisation and adoption of technology in educational environments. This unit also considers how the learning space has been extended into the online environment; addressing principles and pedagogical approaches to online learning and prompts consideration of how these may apply in the teaching of participants' curriculum subjects. Unit 2 focuses on principles of learning design for contemporary pedagogy, tracing the origin of such principles and their application in the context of related pedagogical models and frameworks. Participants will be facilitated in applying these principles (and related learning models) to the design of learning units in their own curriculum subject areas. In addition, principles of multimodality and UDL will inform design and critique of digital learning artefacts aligned with participants curriculum subjects. Reflective of the nature of the pedagogical approaches being explored, this unit of the module will afford participants an experiential learning dimension, designing learning units and related digital artefacts in collaboration with their peers. Unit 3 addresses how personal technologies and related platforms can be used to facilitated professional lifelong learning, underpinned by ideas such as the 'networked' teacher and the development of a PLN (professional learning network). The unit

	will also address digital literacy and digital media literacy in the context of participants' professional practice: key areas to be explored include responsible and ethical use of digital learning technologies, critiquing data and information, and ensuring online safety and privacy.
Module learning aims/objectives	To develop an understanding of the potential of ICTs for teaching and learning based on awareness of appropriate theoretical and pedagogical underpinnings To equip students with the knowledge and skills to use digital media and resources in their curriculum areas. To enable students to plan (and eventually) implement ICT based learning interventions within their curriculum areas. To encourage students to reflect critically on their potential use of ICTs to enable teaching and learning.
Module learning outcomes (MLO)	• On successful completion of this module, the student should be able to: • analyse the trajectory of perspectives on teaching and learning, especially in light of developments in digital media and articulate a rationale for technology and digital media in the teaching of their curriculum subject areas; • critique the role of technology in education with reference to the related research and literature • plan for, and reflect on, the use of digital technologies in the context of the Junior Cycle curriculum with reference to Key Skills and curriculum learning outcomes, in particular in their curriculum areas of study • articulate principles of learning design for 21st century pedagogy and apply these to the design of learning experiences underpinned by these principles and related learning models • apply the principles of multimodality and UDL to the design and creation of digital artefacts applicable to teaching and learning contexts • identify principles underpinning approaches to online learning and analyse how these approaches apply in the context of teaching their subject • critically analyse the role of numeracy and digital literacy in the context of the post- curriculum and critique their relevance in the context of teaching their subject.
Module Assessment Components (MAC) and	Summative Assessment (100%): This module will be assessed by a single assignment (100%) consisting of two components as follows

their weighting	(2,500-word equivalents): Design a learning unit for a student-centered project within which learners will use a selected application to create an artefact which facilitates and illustrates their learning. The artefact will reflect their learning within a curriculum area (e.g., the Celts in History, the digestive system in Science) as well as related Key Skills; and Create an excellent "student example" of the artefact you would expect learners to produce if you were to implement your planned learning unit
Reading List	Bates, A.W. (2019). *Teaching in a Digital Age* – Second Edition. Tony Bates Associates Ltd. Dede, C. (2010). Comparing frameworks for 21st century skills. In J. Bellance, & R. Brandt (Eds.), *21st century skills Rethinking how students learn* (pp. 51-76). Solution Tree Press. DES (2015). *Framework for Junior Cycle*. Department of Education. DES (2017). *Digital Learning Framework for Post-Primary Schools*. Department of Education. DES (2022). Digital Strategy for Schools to 2027. Dublin: Department of Education and Skills. Johnston, K., Conneely, C., Murchan, D. & Tangney, B. (2015). Enacting key skills-based curricula in secondary education: Lessons from a technology-mediated, group-based learning initiative. *Journal of Technology, Pedagogy and Education*, 24(4), pp. 423-442. OECD (2018). The future of education and skills Education 2030. OECD Publishing. Rehn, N., Maor, D. and McConney, A. (2017), Navigating the challenges of delivering secondary school courses by videoconference. *British Journal of Educational Technology*, 48, pp. 802-813. Reynolds, C. & Johnston, K. (2019). The role of Twitter in the Professional Learning of Irish Primary Teachers. International Technology, Education and Development Conference (INTED), Valencia, 10-13 March 2019, edited by L. Gomez Chova, A. Lopez Martinez, I. Candel Torres, pp.4275 – 4284 Trust, T. & Prestridge, S. (2021). The interplay of five elements of influence on educators' online actions. *Teaching and Teacher Education*. Voogt, J. & Roblin, N.P. (2012) A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. *Journal of Curriculum*

Studies, 44(3), pp. 299-321, DOI: 10.1080/00220272.2012.668938

Voogt, J., Erstad, O., Dede, C., Mishra, P. (2013). Challenges to learning and schooling in the digital networked world of the 21st century. *Journal of Computer Assisted Learning*, 29, pp. 403–413.

Pedagogy Modules

Business Studies Pedagogy

Module title	Business Studies Pedagogy
Module code	ET7901
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	First Semester: 2 hours per week (2 x 10 weeks)
	Second Semester: 2 hours per week every second week
Module Coordinator	Ms. Rachel Keogh
Module teaching staff and academic titles	Ms. Rachel Keogh, guest lecturers and School Placement team
Module description—content	Junior Cycle Business Studies Curriculum Specification. The development of units of learning and lesson plans using a universal design for learning framework with a focus on working with (and linking) learning outcomes and the creation of learning intentions which are appropriate, aligned, inclusive and student focused. The implementation of active teaching and learning methodologies in a Business Studies classroom. Effective questions and questioning strategies. Assessment (including Classroom-based Assessments) and the role of formative feedback; reporting to parents. Promoting positive student behaviour. The development of literacy and numeracy skills in the Business Studies classroom. The Consumer and Responsible Shopping in a Globalised World. Protecting Oneself and Others with Insurance. Budgeting and Financial Life Cycles. Double Entry Bookkeeping De-mystified. Marketing and the Environmental Impact of Enterprise. Employment and how the world of work is changing. An exploration of the use of digital technologies to support teaching, learning and assessment. Professionalism (to include relationships with assistant principals and the senior management team; preparing for, and participating in, staff meetings and departmental meetings; preparing for, and participating in, parent-teacher meetings) – the role of evaluation

	in reflection.
Module learning aims/objectives.	The aims of this module are to: develop PME students' awareness of their responsibilities in relation to the specification above develop skills in the areas of planning and assessment provide examples of, and demonstrate, good teaching practice enthuse the PME students with the role of the teacher explore the Business Studies classroom as a site for developing students' literacy and numeracy skills develop an awareness of the usefulness and applicability of various digital resources within the Business Studies classroom encourage students to develop a reflective teaching practice and to think critically about the processes of teaching and learning.
Module learning outcomes (MLO)	On successful completion of the module students should be able to: • devise and implement individual lesson plans and units of learning for Business Studies which are appropriate to students' ability levels and interests, are coherent with the specification at Junior Cycle, and make use of a range of appropriate and inclusive teaching and learning methods • create a learning environment which is inclusive by design and enhances student learning, showing awareness of, and facilitating, individual student needs; • critically appraise the theoretical underpinnings of active learning in the Business Studies classroom and devise strategies to implement active learning in practice • evaluate and apply appropriate assessment instruments, summative and formative, to assess learning • critically appraise and implement the DES specification and assessment instruments • use, analyse and evaluate available digital resources relevant to Business Studies • develop a research-informed approach to the teaching and learning of literacy and numeracy which can be applied through the Business Studies curriculum • reflect critically on their experiences as a learner and teacher, improving their practice and taking responsibility for identifying and meeting their developing academic and professional needs.
Module Assessment Components (MAC) and	Students taking this subject as a major complete a major assignment in Business and minor assignment in their chosen

their weighting	minor pedagogy (with the major assignment accounting for 100% of their grade in this module). All students taking this subject as a minor complete an assignment accounting for 100% of their grade in this module.
	Major Assignment: Evidence-based practice in the Business Studies classroom (MLO1-8).
	Students are required to develop a Junior Cycle Business Studies Unit of Learning for 2-4 consecutive lessons, provide an evidence-based rationale for the planning choices and a critical reflection on how the lessons ran in practice.
	The unit of learning must: span at least 3 classes explicitly address a focus area for development of your own practice (e.g., more active learning, use of assessment for learning, improved classroom management) maximise the use of the target language/skill(s)/concepts in Business Studies by teacher and pupils in the classroom across any visual, auditory or other media used provide opportunities for the pupils to use the target language/skill(s)/concepts meaningfully in the classroom; provide opportunities for the pupils to develop their intercultural competence explicitly address Junior Cycle key skills (including literacy and numeracy) and learning outcomes.
	Minor Assignment: Planning for Business Studies Classes using Authentic Resources. Students are required to develop three Junior Cycle Business Studies Lessons Plans for three consecutive lessons which explicitly address a focus area for the development of the student's teaching practice. The lesson plans must incorporate learning outcomes from at least two of the three strands, be based around an authentic resource and refer to the Statements of Learning and the Key Skills. The rubrics for these assessments will be available on blackboard; it is strongly recommended that reference is made to these before beginning the assignment. Students are required to pass this assessment. In the event of an

| | overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session.

Formative assessment

The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning.

This is embedded as an integral part of the pedagogy sessions. In-class tasks provide the students with an opportunity to develop and present teaching and learning activities and to receive formative feedback on those tasks. In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard.

The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence |
| **Reading List** | TBC |

Computer Science Pedagogy

Module title	Computer Science Pedagogy
Module code	EDPT1012
Mode of delivery	in person
Module ECTS Weighting	5 ECTS for minor students
Semester of delivery	Semester 1
Module Contact Hours	2 hours per week over one semester (2 x 11 weeks) for minor students
Module Coordinator	Dr Jake Byrne
Module teaching staff and academic titles	Dr Jake Byrne, School Placement team and occasional invited speakers.
Module description—content	- Pedagogy sessions. Topics are integrated across pedagogy sessions with key areas of focus including: - Inclusion by design: Considering pupil perspectives in diverse and inclusive classrooms - Computing education: developing empathy and focusing on the learner's perspective in computing project-based learning contexts - Planning for lessons and units of learning: - Designing learning intentions - Constructive alignment of learning outcomes, learning intentions, assessment and success criteria - Developing activities to address learning intentions which are inclusive by design - Assessment of/for/as learning: developing, sharing and using success criteria on an ongoing basis in class and with students as well as for summative assessment - Introduction to programming language use in the classroom - ICT for authenticity and digital competency development in the classroom – resources and methods - Teaching/Learning block-based coding - Teaching/Learning text -based coding - Developing digital competence, considering local and the global perspectives on the impact of technology on society
Module learning	To prepare students for planning, teaching and assessing

aims/objectives.	pupils' learning which is inclusive by design within the framework of the Senior Cycle syllabus for Computer Science.
	• To develop the students' knowledge of how programming and coding can be learnt in order to inform their own teaching practices.
	• To explore the computer science classroom as a site for developing pupils' digital literacy skills.
	• To embed global citizenship education within the computer science classroom focusing in particular the impact and role technologies play in the modern world.
	• To explore current accepted best practice and relevant theory in computer science teaching and learning in order to explore a range of teaching styles and methods and critically assess their strengths and weaknesses within the context of the students' practice as teachers.
	• To encourage students to begin to develop a reflective teaching practice and to think critically about the processes of computer science teaching and learning.
Module learning outcomes (MLO)	On successful completion of the PME modern languages pedagogy module, the students will be able to:
	• devise and implement individual class plans and schemes of work for computer science, computational thinking and/or coding which are inclusive by design and appropriate to the range of pupils in their classes, are coherent with the syllabus, and make use of a range of appropriate teaching and learning methods
	• distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research on behavior and classroom management, and analyse how these influence the computing classroom, in relation to working in an inclusive classroom
	• demonstrate a critical and respectful perspectives on the ethical use and impacts of technologies in the modern world in order to develop both the pupils digital competence and their critical understanding of the potential impact of their technical solution at both a local and global level
	• critically evaluate a range of teaching methods and pedagogical tasks and materials for computing teaching which are inclusive by design, in particular in relation to building opportunities for multi-ability collaborations in a

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classroom context and for developing pupils' key skills
- develop a research-informed approach to teaching and learning, drawing on an integrated view of computing education learning
- synthesise past and present, personal and peer experiences of computing education to generate an evidence-based understanding of the nature and processes of computing education
- develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs
- examine their own thinking and practices, recognizing the limits of their own knowledge and practice and reform these practices in light of new knowledge and insight.

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Module Assessment Components (MAC) and their weighting

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Summative assessment

All students complete a minor assignment in this module.

Sample Assignment

Outline Evidence-based practice in the computer science (or subject aligned) classroom – Group, staged assignment. This assignment submission draws together a set of incremental submissions with their group over the semester. Feedback provided through the semester. Assignment Specification

What do you submit?

This final team submission is a planning artefact. You should be able to share this with another teacher and they should be able to run the planned set of 2-4 lessons based on the description and resources you provide. You can use any format and any medium: text, audio, video, graphics, infographics, web page, prezi. You can include links to online materials (e.g. youtube video, shareable pdf) in your submission file.

What should the submission contain?
1. Your team profile
2. Your summary of the research article that you read (for a teacher audience)
3. 3 different learner personas (you can take these from any of the different personas presented in class or you can

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	make up new ones)
	4. What you want your students to learn (learning intentions and curriculum learning outcomes)
	5. How you will know that your students achieve the learning intentions (success criteria)
	6. How you will scaffold their learning
	7. Provide the set of activities that will scaffold the learners to reach the learning intentions
	8. Provide the resources you would need to run these activities or at least samples of them.
	9. These activities must include plenty of opportunities for learners to encounter and practice new languages.
	10. The full set of activities must include at least one activity where students use the language for meaningful communication. This cannot be a scripted role play as this is not meaningful. It can be a task, an information gap activity, a communicative opportunity with other users of the language
	Final Individual Submission (300 words): 300-word individual reflection
	Formative assessment
	The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions and is part of the structured staged group assignment. In addition, the final module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard.
Reading List	TBC

English Pedagogy

Module title	English Pedagogy
Module code	ET7902
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	First Semester: 2 hours per week (2 x 10 weeks) Second Semester: 2 hours per week every second week
Module Coordinator	Dr Una Murray
Module teaching staff and academic titles	Dr Una Murray, invited speakers and English School Placement team
Module description—content	Areas to be covered include: • Lesson Planning / Schemes of Work / Assessment / Reflection and Evaluation • The English Syllabus • Teaching Poetry (Junior Cycle) • Literacy and Language Across the Continuum (from primary to post-primary) • Teaching Fiction • Teaching Shakespeare • Teaching grammar • Differentiation in the English Classroom • Assessment and Marking • Drama, Film and Media Studies • Teaching Writing Types (including Comprehension, Functional, Essay and Personal) • Literacy and Numeracy in the Context of the English Classroom • ICT and English
Module learning aims/objectives.	The aims of the module are to: • introduce the subject area of English, including Media and Drama, as a curriculum subject • encourage students to develop a range of strategies to foster English as a creative and expressive medium with their pupils • develop students' abilities to devise and implement appropriate lessons aimed at nurturing pupils' competence

	across a range of text and writing types
	• develop an awareness of the usefulness and applicability of various technological and digital resources within the English classroom
	• encourage students to employ a range of creative approaches to the study of literary texts in the classroom
	• explore the English classroom as a site for developing pupils' literacy and numeracy skills
	• provide students with the opportunity to explore the role and value of speaking and listening activities in English
	• develop students' understanding of the structure of the English language and their ability to utilise this in an analysis of a range of written and spoken texts
	• encourage students to begin to develop a reflective teaching practice and to think critically about the processes of English teaching and learning.
Module learning outcomes (MLO)	On successful completion of the module students should be able to: • Devise and implement individual class plans and schemes of work for English which are appropriate to pupils' levels and interests, are coherent with the syllabus at Junior Cycle in particular, are inclusive by design and make use of a range of appropriate teaching and learning methods • Differentiate between different forms of pedagogical practice, and select and use creative and expressive activities as a means of developing all aspects of pupils' language and literacy skills • Identify and apply best practice principles to manage students' behaviour, organise an effective teaching and learning environment, and plan, evaluate and report on pupils' learning • Develop a research informed approach to teaching and learning literacy and numeracy which can be implemented through the English curriculum • Evaluate the application of inclusive education principles in the English classroom, and identify how to promote an inclusive learning and teaching environment, showing awareness of and facilitating individual pupil needs • Distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research on behaviour and classroom management, and

	analyse how these influence the English classroom, particularly in relation to working in an inclusive multicultural classroom and building a culture of tolerance and respect • Develop a self-reflective approach to their own teaching, reflecting on and improving their thinking and practice, and taking responsibility for identifying and meeting their developing academic and professional needs.
Module Assessment Components (MAC) and their weighting	Students taking this subject as a major complete a major assignment in English and minor assignment in their chosen minor pedagogy (with the major assignment accounting for 100% of their grade in this module). All students taking this subject as a minor complete an assignment accounting for 100% of their grade in this module. *Assignment Outline* Evidence-based practice in the English classroom *How long?* 2500-3000 words. This does not include required plans and resources as appendices *Focus area:* Evidence-based practice in the English classroom In this assignment you must develop a unit of learning for a Junior Cycle (JC) English language class and provide an evidence-based rationale for your planning choices. The rationale must draw on recent and relevant research literature on teaching and learning of English to support the planning and design of the unit of learning. The unit of learning must: • span at least 3 classes • explicitly address a focus area for development of your own practice (e.g., more active learning, use of assessment for learning, improved classroom management). • maximise the use of the target language/skill(s)/concept(s)in English by teacher and pupils in the classroom across any visual, auditory or other media used. • provide opportunities for the pupils to use the target language/skill(s)/concept(s) meaningfully in the classroom.

	• provide opportunities for the pupils to develop their intercultural competence. • explicitly address Junior Cycle key skills (including literacy and numeracy) and learning outcomes. *Formative assessment* The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions. In-class tasks provide the students with an opportunity to develop and present teaching and learning activities and to receive formative feedback on those tasks. In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard. The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence.
Reading List	TBC

Geography Pedagogy

Module title	Geography Pedagogy
Module code	ET7903
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	First Semester: 2 hours per week (2 x 10 weeks) Second Semester: 2 hours per week every second week
Module Coordinator	Dr Susan Pike
Module teaching staff and academic titles	Dr Susan Pike
Module description—content	Areas to be covered include: • Nature of geography and geography education • Geography, young people's geographies • Young people's geographical thinking • Space and place within geography education • Global citizenship education and geography • Enquiry in geography • Outdoor education, including fieldwork in geography • Teaching, learning and assessment in geography • Research in geography education • Planning geography, at Junior Certificate, Transition Year and Leaving Certificate • Critical perspectives in geography education. Embedded in all of the above sessions will be the use of technology, for teachers and pupils.
Module learning aims/objectives.	The aims of the module are to: • introduce the subject area of Geography, as a curriculum subject • encourage students to develop a range of strategies to foster Geography as a creative and expressive medium with their pupils • develop students' abilities to devise and implement appropriate lessons aimed at nurturing pupils' competence across a range of texts and spatial concepts • develop an awareness of the usefulness and applicability of various technological resources within the Geography classroom

	• encourage students to employ a range of creative approaches to the study of Geography in the classroom • explore the Geography classroom as a site for developing pupils' literacy and numeracy skills and the interpretation of statistics • provide students with the opportunity to explore the role and value of speaking and listening activities in Geography through use of role play and gaming techniques • develop students' understanding of the structure of Geography teaching and their ability to utilise this in an analysis of their own strengths • encourage students to begin to develop a reflective teaching practice and to think critically about the processes of Geography teaching and learning.
Module learning outcomes (MLO)	On successful completion of the PME Geography Pedagogy module, students should be able to: • identify and apply the scientific method and pursue scientific principles and logic, to enable the students in their care to develop the skills to explore and understand the world around them, to read their environment, interpret the physical landscape, observe climatic events and critically analyse world events in a knowledgeable manner • devise and implement individual class plans and schemes of work for Geography that are inclusive by design, appropriate to pupils' levels and interests, are coherent with the syllabus at Junior Cycle in particular, help students to grow as ethical citizens and make use of a range of appropriate teaching and learning methods to provide for the learning needs of all pupils • critically engage with the evolving Geography curriculum, evaluating and integrating a range of pedagogical tasks, materials and teaching methods, with a specific focus on creative, discursive and geographic approaches, as a means of developing all aspects of pupils' skills and understanding of Geography • distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research on behaviour and classroom management, and analyse how these may influence the Geography classroom, particularly in relation to the relevance of education for sustainable development to the Geography curriculum and in relation

	to building a culture of appreciation for the subject discipline within and across class groups
	• apply their subject knowledge in the teaching of geo literacy and numeracy in the Geography classroom, showing competence in differentiation, the use of creative and expressive activities, collaboration, peer observation and team teaching, while integrating use of digital technologies to support teaching, learning and assessment in the geography classroom
	• synthesise past and present, personal and peer experiences of learning in Geography, examining their own thinking and practices, to generate an evidence-based understanding of the nature and processes of Geography learning, and to reform their practices in light of new knowledge and insight
	• develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs.
Module Assessment Components (MAC) and their weighting	The rubrics for this assessment will be available on blackboard. Students taking this subject as a major complete a major assignment in Geography and minor assignment in their chosen minor pedagogy (with the major assignment accounting for 100% of their grade in this module). All studentstaking this subject as a minor complete an assignment accounting for 100% of their grade in this module. *Assignment Outline* Evidence-based practice in the Geography classroom *How long?* 2500-3000 words. This does not include required plans and resources as appendices *Focus area:* Evidence-based practice in the Geography classroom In this assignment you must develop a unit of learning for a Junior Cycle (JC) Geography class and provide an evidence-based rationale for your planning choices. The rationale must draw on recent and relevant research literature on Geography teaching and learning to support the planning and design of the unit of learning. The unit of learning must: span at least 3 classes explicitly address a focus area for development of your own

	practice (e.g., more active learning, use of assessment for learning, improved classroom management). maximise the use of the target skill(s)/concept(s)/language in Geography by teacher and pupils in the classroom across any visual, auditory or other media used. provide opportunities for the pupils to use the target skill(s)/concept(s)/language meaningfully in the classroom. provide opportunities for the pupils to develop their intercultural competence. explicitly address Junior Cycle key skills (including literacy and numeracy) and learning outcomes. *Formative assessment* The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions. In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard. The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence.
Reading List	TBC

History Pedagogy

Module title	History Pedagogy
Module code	ET7904
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	First Semester: 2 hours per week (2 x 10 weeks) Second Semester: 2 hours per week every second week
Module Coordinator	Dr David Limond
Module teaching staff and academic titles	Ms. Deirdre Mac Mathúna and Dr David Limond (School Placement supervision and administration only).
Module description—content	The nature of history. Different philosophies that have been advanced of the discipline. Why teach history in Irish schools? What are the aims/objectives of history in education generally and at JC level in particular? What can be done to promote history education in Irish schools, especially up to JC level? Theoretical underpinnings of history education in Irish schools, with emphasis on JC pupils and their needs. IT and history, particularly as applied to the JC. Methods and skills relevant to the discipline of history, especially for JC. History and archaeology (at a level appropriate for JC pupils). Historical film and fiction, as applied to JC. Group and individual projects for JC topics. Local history with relevance to JC. Family history at a level appropriate for JC pupils. Oral history at a level appropriate for JC pupils. Opportunities in the JC syllabus to promote literacy and numeracy. Preparing to conduct research on education.
Module learning aims/objectives	This module aims to introduce students to history teaching prepare students to teach history, especially to JC level encourage students to make meaningful contributions to the improvement of history teaching in particular and standards of education in schools and society generally, with especial emphasis

	on the promotion of literacy and numeracy provide research-informed insights to support students' understanding of the practices of teaching, learning and assessment for all pupils provide the basis of a strong professional ethic in teaching and to offer understanding of the Irish education system in its European context enable students to think critically about key dimensions of the context in which the thinking and actions of teachers are carried out.
Module learning outcomes (MLO) *please note the Programme Learning Outcome(s) (PLO) to which each MLO corresponds* *(for PLO, see end of this document)*	On successful completion of this module students should be able to: adumbrate the case for the study of history in schools; communicate their knowledge of history to all pupils, inclusively plan their own research on history teaching methods or using history to inform other research devise and implement individual class plans and schemes of work for history which are appropriate to pupils' level and interests, are consistent with the JC and SC syllabi, are inclusive by design and make use of a range of appropriate teaching and learning methods make meaningful contributions to the improvement of the teaching of history in Ireland, up to JC level, and in literacy and numeracy across the school curriculum begin critically to reflect on their own teaching and that of others, recognising the limits of their own knowledge and practice.
Module Assessment Components (MAC) and their weighting	*Summative* Students taking this subject as a major complete a major assignment in History and minor assignment in their chosen minor pedagogy (with the major assignment accounting for 100% of their grade in this module). All students taking this subject as a minor complete an assignment accounting for 100% of their grade in this module. *Assignment:* 3,000-word essay on the specific nature of the general and specific nature of history teaching, with emphasis on how the history teacher can best be prepared to understand the personal and social needs and circumstances of his/her pupils as they relate to learning; how the history teacher can foster a suitable climate in the classroom through effective classroom management and how the history teacher can best select materials and media suitable to the needs of pupils while being

	able to stimulate all learners, whatever their apparent abilities? *Formative*: Informal advice on request.
Reading List	TBC

Mathematics Pedagogy

Module title	Mathematics Pedagogy
Module code	ET7906
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	First Semester: 2 hours per week (2 x 10 weeks) Second Semester: 2 hours per week every second week
Module Coordinator	Dr Aibhín Bray
Module teaching staff and academic titles	Dr Aibhín Bray
Module description—content	Areas to be covered include: • Overview of Mathematics Education in Ireland • Planning for lessons and units of learning: • Designing learning intentions. • Constructive alignment of learning outcomes, learning intentions, assessment and success criteria. • Developing activities to address learning intentions that are inclusive by design. • Inclusion by design: considering pupil perspectives on mathematics in classrooms with diverse learners and learning needs. • Assessment of/for/as learning - developing, sharing and using success criteria on an ongoing basis in class and with students, as well as for summative assessment. • Teaching and Learning of Mathematics: • Strategies for teaching Number and Algebra. • Strategies for teaching Functions and Calculus. • Strategies for teaching Geometry and Trigonometry. • Strategies for teaching Statistics and Probability. • Promoting Student Interest in Mathematics. • ICT in the Mathematics Classroom – resources and methods. • Language and Communication in the Mathematics Classroom. • Embedding literacy and numeracy in the Mathematics Classroom.

Module learning aims/objectives.	- To prepare students for planning, teaching and assessing pupils' learning, using methodologies that are inclusive by design, within the framework of the Junior Cycle syllabus for Mathematics. - To consider and acknowledge the socio-economic, ethnic, linguistic, and cultural diversity of student teachers and their pupils within an integrated view of culturally responsive pedagogy and its relevance to mathematics education, thereby supporting students' understanding of other cultures and perspectives in a manner that is ethno-relative rather than ethnocentric (Deardorff, 2009) and embedding global citizenship education within the mathematics classroom. - To explore current accepted best practice and relevant theory in mathematics teaching and learning in order to explore a range of teaching styles and methods and critically assess their strengths and weaknesses within the context of the students' practice as teachers. - To develop the students' knowledge of how mathematics is learnt in order to inform their own teaching practices. - To encourage students to employ a range of approaches, in particular a constructivist learning approach, to the teaching of Mathematics in the classroom. - To encourage students to develop a range of strategies to foster Mathematics as both a creative and rigorous subject with their pupils. - To develop students' abilities to devise and implement appropriate lessons aimed at nurturing pupils' competence and confidence across all mathematical skills, including problem solving. - To develop an awareness of the usefulness and applicability of various technological resources within the Mathematics classroom. - To explore the Mathematics classroom as a site for developing pupils' numeracy, literacy and specifically mathematical literacy skills. - To develop students' Mathematical content knowledge and their ability to utilise a number of approaches in solving mathematical problems - in particular introducing students to the strands and sections of the Junior and Senior Cycle curricula with which they are not yet familiar.

	- To encourage students to begin to develop a reflective teaching practice and to think critically about approaches of Mathematics teaching and learning. - To encourage students to collaborate with one another in their practices (e.g., in Lesson Study), to engage with available professional development courses, and to develop their awareness of continuous professional development.
Module learning outcomes (MLO)	On successful completion of the PME Mathematics Pedagogy module, students will be able to: *Planning and Practice* - Devise and implement individual lesson plans and Units of Learning for Mathematics that are inclusive by design, appropriate to pupil's levels and interests, coherent with the syllabus at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods, demonstrating an awareness of and facilitating individual pupil needs. - Critically engage with the evolving mathematics curriculum, evaluating and integrating a range of pedagogical tasks, materials and teaching methods, with a specific focus on creative, discursive and problem-solving approaches, as a means of developing all aspects of pupils' numeracy skills, procedural skills and relational understanding of mathematics. - Engage with and apply best practice principles to manage students' behaviour, organise and engage in a safe teaching and learning environment, and plan, evaluate and report on pupils' learning. *Reflection* Synthesise past and present, personal and peer experiences of mathematics learning, examining their own thinking and practices, to generate an evidence-based understanding of the nature and processes of mathematics learning, and to reform their practices in light of new knowledge and insight. Develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing professional and academic needs. *Theory and Research* Distinguish the philosophical underpinnings and theoretical

	frameworks/perspectives of educational research in relation to mathematics teaching and learning, assessment, and behaviour and classroom management, and analyse how these influence the Mathematics classroom Develop a research-informed approach to teaching and learning numeracy and literacy which can be implemented through the Mathematics curriculum, thereby demonstrating an understanding of the relationship between mathematics and culture (ethnomathematics) and culturally responsive pedagogy, that will enrich their classroom teaching and develop pupils' intercultural competence and understanding as global citizens; in particular in relation to working in inclusive, culturally diverse classrooms.
Module Assessment Components (MAC) and their weighting	Evidence-based practice in the mathematics classroom *How long?* 2500-3000 words. This does not include required plans and resources as appendices *Focus area:* Evidence-based practice in the mathematics classroom. In this assignment you must develop a unit of learning for a Junior Cycle (JC) mathematics class and provide an evidence-based rationale for your planning choices. The rationale must draw on recent and relevant research literature on mathematics teaching and learning to support the planning and design of the unit of learning. The unit of learning must: span at least 3 classes; explicitly address a focus area for development of your own practice (e.g., more active learning, use of assessment for learning, improved classroom management). maximise the use of the target language/skill(s)/concept(s) by teacher and pupils in the classroom across any visual, auditory or other media used. provide opportunities for the pupils to use the target language/skill(s)/concept(s) meaningfully in the classroom. provide opportunities for the pupils to develop their intercultural competence. explicitly address Junior Cycle key skills (including literacy and numeracy) and learning outcomes. *Formative assessment* The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to

	evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions. In-class tasks provide the students with an opportunity to develop and present teaching and learning activities and to receive formative feedback on those tasks. In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard. The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence.
Reading List	TBC

Modern Languages Pedagogy

Module title	Modern Languages Pedagogy
Module code	ET7907
Mode of delivery	In Person
Module ECTS Weighting	10 ECTS
Semester of delivery	Semester 1
Module Contact Hours	First Semester: 2 hours per week (2 x 10 weeks) Second Semester: 2 hours per week every second week
Module Coordinator	Aisling Sheerin
Module teaching staff and academic titles	Aisling Sheerin, School Placement team and occasional invited speakers.
Module description—content	*Pedagogy sessions.* Topics are integrated across pedagogy sessions with key areas of focus including: - Inclusion by design: considering pupil perspectives in diverse, inclusive and multilingual classrooms; - Language learning: developing empathy and focusing on the learner's perspective in a short *ab initio* language course; - Planning for lessons and units of learning: - Designing learning intentions; - Constructive alignment of learning outcomes, learning intentions, assessment and success criteria; - Developing activities to address learning intentions which are inclusive by design; - Assessment of/for/as learning - developing, sharing and using success criteria on an on- going basis in class and with students as well as for summative assessment; - Target language use in the multilingual classroom; - Task-based learning and planning for authentic meaningful communication in the language classroom; - ICT for authenticity in the language classroom – resources and methods; - Teaching/Learning vocabulary; - Teaching/Learning grammar; - Language integration and embedding literacy and numeracy in the multilingual language classroom;

	• Developing intercultural competence, considering local and the global perspectives in the home and the target language cultures.
Module learning aims/objectives.	• To prepare students for planning, teaching and assessing pupils' learning which is inclusive by design within the framework of the Junior Cycle syllabus for modern languages. • To consider and acknowledge the multilingual repertoires of student teachers and their pupils within an integrated view of language competence, leveraging pupils' language and metalinguistic awareness developed through the primary language curriculum. • To develop the students' knowledge of how languages are learnt in order to inform their own teaching practices. • To re-engage students, who are expert language learners, with the challenges, excitement and frustration of novice language learners and so orient students to a learner-centred perspective on the language classroom. • To explore the modern language classroom as a site for developing pupils' literacy and numeracy skills. • To embed global citizenship education within the modern language classroom, focusing in particular on rich interculturalism, developing an understanding of other cultures and perspectives which is ethno-relative rather than ethnocentric (Deardorff, 2009). • To explore current accepted best practice and relevant theory in second language teaching and learning in order to explore a range of teaching styles and methods and critically assess their strengths and weaknesses within the context of the students' practice as teachers. • To encourage students to begin to develop a reflective teaching practice and to think critically about the processes of language teaching and learning.
Module learning outcomes (MLO)	On successful completion of the PME modern languages pedagogy module, the students should be able to: • devise and implement individual class plans and schemes of work for modern languages which are inclusive by design and appropriate to the range of pupils in their classes, are coherent with the syllabus, at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods; • distinguish the philosophical underpinnings and theoretical

	frameworks/perspectives of educational research on behaviour and classroom management, and analyse how these influence the Modern Languages classroom, in particular in relation to working in an inclusive, multilingual classroom and building a culture of target language use within and across class groups; • demonstrate an enthusiasm for the language, culture and perspectives of the communities in which their modern languages are used which will enliven and enrich their classroom teaching and develop pupils' intercultural competence and understanding as global citizens; • critically evaluate a range of teaching methods and pedagogical tasks and materials for modern language teaching which are inclusive by design, in particular in relation to building opportunities for authentic communication in a classroom context and for developing pupils' intercultural competence; • develop a research-informed approach to teaching and learning literacy and numeracy drawing on an integrated view of language learning which can be implemented through the modern languages' curriculum; • synthesise past and present, personal and peer experiences of language learning to generate an evidence-based understanding of the nature and processes of language learning; • develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs; • examine their own thinking and practices, recognizing the limits of their own knowledge and practice and reform these practices in light of new knowledge and insight
Module Assessment Components (MAC) and their weighting	Students taking this subject as a major complete a major assignment in Modern Languages (100% of their grade in this module). As Modern Languages is a double major, students are not obliged to complete a minor assignment. *Assignment Outline* Evidence-based practice in the modern language classroom *How long?* 2500-3000 words. This does not include required plans and resources as appendices Focus area: Evidence-based practice in the language classroom

	In this assignment you must develop a unit of learning for a Junior Cycle (JC) modern foreign language (MFL) class and provide an evidence-based rationale for your planning choices. The rationale must draw on recent and relevant research literature on language teaching and learning to support the planning and design of the unit of learning. The unit of learning must: • span at least 3 classes; • explicitly address a focus area for development of your own practice (e.g., more active learning, use of assessment for learning, improved classroom management). • maximise the use of the target language by teacher and pupils in the classroom across any visual, auditory or other media used. • provide opportunities for the pupils to use the target language meaningfully in the classroom. • provide opportunities for the pupils to develop their intercultural competence. • explicitly address Junior Cycle key skills (including literacy and numeracy) and learning outcomes. *Formative assessment* The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions. In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard. The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence.
Reading List	TBC

Music Pedagogy

Module title	Music Pedagogy
Module code	ET7908
Mode of delivery	in person
Module ECTS Weighting	10 ECTS
Semester of delivery	Semester 1
Module Contact Hours	First Semester: 2 hours per week (2 x 10 weeks) Second Semester: 2 hours per week every second week
Module Coordinator	Dr Susan Mc Cormick
Module teaching staff and academic titles	Dr Susan Mc Cormick and School Placement team and occasional guest speakers
Module description—content	- Inclusion by design: considering pupil perspectives in diverse, and inclusive classrooms. - Music learning: developing empathy and focusing on the learner's perspective in a short 'introduction to post-primary music education' course. - Planning for lessons and units of learning: - Designing learning intentions; - Constructive alignment of learning outcomes, learning intentions, assessment and success criteria; - Developing activities to address learning intentions which are inclusive by design. - Assessment of/for/as learning - developing, sharing and using success criteria on an on-going basis in class and with students as well as for summative assessment. - Learning through active music-making in the classroom. - Task-based learning and planning for authentic meaningful engagement in music listening and responding, performing and composing in the classroom. - ICT in the music classroom – resources and methods. - Teaching/Learning music literacy and music theory. - Embedding literacy and numeracy in the music classroom. - Developing intercultural competence, considering local and the global perspectives on music choices. - The pedagogy of music performance; focusing on collaborative practices. - Creativity in the context of the Junior Cycle Music

	Classroom. • Wellbeing and music education • Researching and articulating a personal philosophy (or set of beliefs) of music education.
Module learning aims/objectives.	• To prepare students for planning, teaching and assessing pupils' learning which is inclusive by design within the framework of the Junior Cycle syllabus for music education. • To consider and acknowledge the diverse music backgrounds and repertoires of student teachers and their pupils within an integrated view of musical development incorporating pupils' former engagement with and competence in music which was developed through the primary music curriculum and extracurricular engagement where relevant. • To develop the students' knowledge of how music is learnt in order to inform their own teaching practices. • To explore the music classroom as a site for developing pupils' literacy and numeracy skills. • To embed global citizenship education within the music classroom focusing in particular on rich interculturalism, developing an understanding of other cultures and perspectives. • To explore current accepted best practice and relevant theory in music teaching and learning in order to explore a range of teaching styles and methods and critically • assess their strengths and weaknesses within the context of the students' practice as teachers. • To encourage students to begin to develop a reflective teaching stance and to think critically about the processes of music teaching and learning.
Module learning outcomes (MLO)	On successful completion of the PME music pedagogy module, the students should be able to: • distinguish and debate the philosophical underpinnings and theoretical frameworks of educational research on the post-primary music curriculum and analyse how these influence working in an inclusive classroom and building a culture of active music making and self-expression within and across class groups; • examine their own thinking and practices, recognizing the limits of their own knowledge and practice and reform these practices in light of new knowledge and insight;

	• synthesise past and present, personal and peer experiences of music learning to generate an evidence-based understanding of the nature and processes of music learning;
	• devise and implement individual class plans for the post primary music classroom which are inclusive by design and appropriate to the range of pupils in their classes, are coherent with the syllabus and make use of a range of appropriate teaching and learning methods;
	• critically evaluate a range of teaching methods and pedagogical tasks and materials for post primary music teaching which are inclusive by design, in particular in relation to fostering opportunities for collaborative active music-making in a classroom context and for developing pupils' intercultural competence;
	• begin a research-informed approach to teaching and learning music drawing on an integrated perspective which can be implemented through the primary music curriculum;
	• develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs.
Module Assessment Components (MAC) and their weighting	*Summative assessment* Students taking this subject as a major complete a major assignment in Music and minor assignment in their chosen minor pedagogy (with the major assignment accounting for 100% of their grade in this module). All students taking this subject as a minor complete an assignment accounting for 100% of their grade in this module. *Assignment Outline* Evidence-based practice in the music classroom *How long?* 2500-3000 words. This does not include required plans and resources as appendices Focus area: Evidence-based practice in the music classroom In this assignment you must develop a unit of learning for a Junior Cycle (JC) music class and provide an evidence-based rationale for your planning choices. The rationale must draw on recent and relevant research literature on music teaching and learning to support the planning and design of the unit of learning.

	The unit of learning must:
	span at least 3 classes;
	explicitly address a focus area for development of your own practice (e.g., more active learning, use of assessment for learning, improved classroom management).
	maximise the use of active music-making by teacher and pupils in the classroom.
	provide opportunities for the pupils to perform and create music meaningfully in the classroom.
	provide opportunities for the pupils to develop their intercultural competence in the context of music choices
	explicitly address Junior Cycle key skills (including literacy and numeracy) and learning outcomes.
	Formative assessment
	The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions.
	In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard. The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence.
Reading List	TBC

Science Pedagogy

Module title	Science Pedagogy
Module code	ET7910
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	First Semester: 2 hours per week (2 x 10 weeks) Second Semester: 2 hours per week every second week
Module Coordinator	Dr Mairéad Hurley
Module teaching staff and academic titles	Dr Mairéad Hurley
Module description—content	• Approaches to teaching the theoretical and practical aspects of science courses in second level schools in Ireland, at Junior Cycle level. • The place of science education in the school curriculum. • The roles of practical work and lCT in science teaching and learning. • Theories of learning in science. • Student attitudes to science in school. • Lesson planning / schemes of work / assessment / reflection and evaluation. • 'Play' activities in the science classroom which encourage learning and foster engagement. • Development of questioning techniques to develop teacher PCK and drive student learning in science. • Focus on developing skills of junior cycle framework within science pedagogy. • Curriculum planning and Junior Cycle science • Formative (AfL) & summative assessment & grading. • Numeracy and literacy in the context of science. • Strategies for the inclusive education within science classroom. • Developing learning communities in the science classroom. • Methods of collaboration in learning and teaching science.
Module learning aims/objectives.	*To encourage students to:* • broaden their understanding of science as a key cultural force in modern society and its place in the general

	education of young people; • engage with the science curriculum and introduce problem solving as an integral part of their teaching; • demonstrate an awareness of the place of science in the general education of young people; • show enthusiasm for their subject which will enliven and enrich their classroom teaching; • identify available sources of external support; • acquire and develop practical teaching skills that motivate and inspire young people to further their study of the sciences; • collaborate with their peers to develop further their pedagogical skills, for example: planning and running practical and inquiry-based science lessons; questioning; assessment (including assessment for learning (AfL) techniques; • collaborate with one another in their practices (e.g., in Lesson Study), to engage with available professional development courses and to develop their awareness of continuous professional development: • adopt a critical attitude to their own practice as teachers of science and as members of the teaching profession in general. • develop a range of strategies to teach science as both a creative and rigorous subject; • employ a range of approaches, particularly constructivist learning approaches, to the teaching of science in the classroom; • critically review existing research informed practises; • explore the science classroom as a site for developing students' numeracy, literacy and mathematical literacy skills; • develop students' scientific content knowledge and their ability to utilise a number of approaches in solving scientific problems; • begin to develop reflective teaching practice and to think critically about approaches of science learning and teaching.
Module learning outcomes (MLO)	On successful completion of this module, students should be able to: • engage with and apply best practice principles to manage students' behaviour, provide for a safe teaching and

	learning environment in the science classroom and plan, evaluate and report on pupils' learning; • Identify and apply an appropriate range of teaching and learning approaches that are designed to motivate students and encourage them to act as agents in their own learning; • devise and implement individual class plans and schemes of work for science which are appropriate to students' interests, are coherent with the syllabus at Junior Cycle in particular and are inclusive by design; • differentiate between forms of pedagogical practice and use of creative, discursive, practical and problem-based activities, as a means of developing students' literacy and numeracy skills; • develop a research-informed approach to teaching and learning numeracy and literacy which can be implemented through the science curriculum; • evaluate the application of inclusive education principles and global citizenship education in the science classroom, and understand how to promote an inclusive learning and teaching environment, showing awareness of and facilitating individual pupil needs; • distinguish the philosophical underpinnings and theoretical frameworks of educational research on behaviour and classroom management, and analyse how these influence the science classroom; • develop a self-reflective approach to their own teaching, reflecting on their practice, examine their own thinking and practices and reform these practices in light of new knowledge and insight.
Reading List	TBC

Minor Pedagogy Modules
Climate, Sustainability and Action (CSA) Pedagogy

Module title	Climate, Sustainability and Action (CSA) Pedagogy
Module code	EDPT1015
Mode of delivery	In person
Module ECTS Weighting	5 ECTs
Semester of delivery	Semester One
Module Contact Hours	2 hours per week over one semester (2 x 11 weeks)
Module Coordinator	Dr Susan Pike
Module teaching staff and academic titles	Dr Susan Pike, Dr Mairéad Hurley and invited lecturers from TCD and elsewhere
Module description— content	The course content and indicative content is: • Developing subject knowledge for Climate, Sustainability and Action and associated area of learning, including systems thinking, critical thinking & designing for climate action; • Research in Climate, Sustainability and Action education, including psychology & neuroscience insights and educational research in Climate, Sustainability and Action • Learning within and beyond the school, within communities and localities for learning in Climate, Sustainability and Action and associated areas; • Young people's rights, capabilities, participation and actions for Climate, Sustainability and Action; • Signature pedagogies for Climate, Sustainability and Action education, including place, arts, play and ecopedagogy approaches to Climate, Sustainability and Action; • Sourcing and critiquing key content for the area of learning, including earth systems and cycles, planetary boundaries and tipping points, and the social and economic aspects of climate and sustainability, as well as relevant actions, policies, campaigns and processes involving citizens, communities, business and industry, governments, nations and international alliances. • Exploring good practices in education for Climate, Sustainability and Action, in schools and other communities and organisations. • Collaborative planning for lessons and units of learning, including constructive alignment of learning outcomes,

	learning intentions, learning content and activity, assessment and success criteria in Climate, Sustainability and Action across subjects and associated areas of learning; • Assessment of / for / as learning in Climate, Sustainability and Action.
Module learning aims/objectives.	Climate, Sustainability and Action (CSA) is a one-semester module taken in the first semester of the Professional Masters in Education course. At a time of climate and ecological breakdown, education for climate and sustainability is a key aspect of young people's education. Learning in these and associated areas provides young people with engaging opportunities in schools and provides them with the knowledge and capabilities to participate in society as educated citizens. The module includes practical and theoretical perspectives on teaching, learning and assessment in Climate, Sustainability and Action education as an area of learning as well as links to other subjects and areas of learning. The module includes support for sourcing and evaluating and critiquing sources of knowledge for learning in CSA. It also enables students to develop knowledge and understanding of the philosophy, history, policy, research and curriculum development inCSA education and associated areas of learning. To enhance their future practices, students will gain knowledge and experience of signature pedagogies of CSA education areas of learning. Specific attention is paid to the Senior Cycle requirements and specification for Climate Action and Sustainable Development in this module. The Climate, Sustainability and Action Pedagogy as a minor specialism module aims to: • Develop students' critical evaluation and knowledge of sources of content for learning in Climate, Sustainability and Action; • Enable students to experience and plan for a range of signature pedagogies of Climate, Sustainability and Action education and related areas of learning; • To prepare students for planning, teaching and assessing pupils' learning which is inclusive by design, including planning for the Senior Cycle specification for Climate

	Action and Sustainable Development.
Module learning outcomes (MLO)	On successful completion of the PME Climate, Sustainability and Action Pedagogy module, students will be able to: • draw on the philosophical underpinnings and theoretical frameworks and educational research in Climate, Sustainability and Action education; • source, critique and evaluate materials and resources to enhance teaching and learning in Climate, Sustainability and Action and associated areas of learning; • synthesise past and present, personal and peer experiences of teaching and learning in Climate, Sustainability and Action education and related areas to generate an evidence-based understanding of the nature and processes of Climate, Sustainability and Action education; • develop a theoretical and research-informed approach to teaching and learning, drawing on a creative, holistic and integrated view of Climate, Sustainability and Action; • devise and implement units of learning for Climate, Sustainability and Action which are inclusive by design and appropriate to the range of pupils in their classes, are coherent with frameworks, specifications and syllabi, and make use of a range of appropriate teaching and learning methods; • develop a self-reflective approach to their teaching in Climate, Sustainability and Action and associated areas, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs; • examine their own thinking and practices relating to Climate, Sustainability and Action and related areas of learning, recognizing the limits of their own knowledge and practice and develop these practices considering new knowledge and insight.
Reading List	TBC

Drama, Film and Theatre Studies Pedagogy

Module title	Drama, Film and Theatre Studies Pedagogy
Module code	EDPT1013
Mode of delivery	in person
Module ECTS Weighting	5 ECTS for minor students
Semester of delivery	Semester 1
Module Contact Hours	2 hours per week over one semester (2 x 11 weeks) for minor students
Module Coordinator	Dr Susan Kennedy-Killian
Module teaching staff and academic titles	Dr Susan Kennedy-Killian and invited guests
Module description—content	- Pedagogy sessions. Topics are integrated across pedagogy sessions with key areas of focus including: - Inclusion by design: Considering pupil perspectives in diverse and inclusive classrooms - Planning for lessons and units of learning: Designing learning intentions - Constructive alignment of learning outcomes, learning intentions, assessment and success criteria - Developing activities to address learning intentions which are inclusive by design - Assessment of/for/as learning: developing, sharing, and using success criteria on an ongoing basis in class and with students as well as for summative assessment - Introduction to Drama Film and Theatre studies use in the classroom - Teaching/Learning - Creative Process - Teaching/Learning - Critical and Creative Response Process - Teaching/Learning – Applied Creative Tasks
Module learning aims/objectives	- To prepare students for planning, teaching and assessing pupils' learning which is inclusive by design within the framework of the Senior Cycle syllabus for Drama, Film and Theatre Studies. - To develop the students' knowledge of how Drama, Film and Theatre Studies can be learned in order to inform their own teaching practices. - To explore best practice and relevant theory in Drama,

	Film and Theatre Studies teaching and learning in order to explore a range of teaching styles and methods and critically assess their strengths and weaknesses within the context of the students' practice as teachers. • To encourage students to begin to develop a reflective teaching practice and to think critically about the processes of Drama, Film and Theatre Studies teaching and learning.
Module learning outcomes (MLO)	On successful completion of the PME Drama, Film and Theatre Studies module, the students will be able to: • devise and implement individual class plans and units of learning for Drama, Film and Theatre Studies which are inclusive by design and appropriate to the range of pupils in their classes, are coherent with the syllabus, and make use of a range of appropriate teaching and learning methods; • distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research on behavior and classroom management, and analyse how these influence the Drama, Film and Theatre Studies classroom, in particular in relation to working in an inclusive classroom. • evaluate a range of practical teaching methods and creative pedagogical tasks for use in the Drama, Film and Theatre Studies which are inclusive by design • demonstrate practical knowledge of learning through creative and collaborative immersive experiences • demonstrate knowledge of practitionership and scholarship in Drama, Film and Theatre Studies, supported by relevant creative and critical processes • develop a research-informed approach to teaching and learning, drawing on Drama, Film and Theatre Studies praxis as arts education • develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs • examine their own thinking and practices, recognizing the limits of their own knowledge and practice and reform these practices in light of new knowledge and insight.
Module Assessment Components (MAC) and	*Summative assessment* All students complete a minor assignment in this module.

their weighting	For this assignment, you are asked to complete:

	1. A Group Component
	2. An Individual Component
	
	Group Component
	
	The Group Component involves:
	• Creation of a DFTS lesson plan and associated resources;
	• In-class group planning presentation;
	• In-class group lesson presentation and teaching demonstration,
	• Group-developed written rationale for the lesson plan and resources.
	
	ed Outline of Group Component:
	As part of a group of approximately 3 or 4 PME students, you will work together to develop a one-hour DFTS lesson plan and relevant resource material that takes into consideration a UDL approach to teaching and learning.
	
	In your group you will:
	• Identify a topic of learning that can be taught over a sequence of lessons to an agreed year group.
	• Focusing on one lesson in this sequence, create a lesson plan that includes key details as listed in the lesson plan template.
	• Develop resources to support the learning in that lesson.
	• Part-way through the semester, groups will present their preliminary ideas for their lesson plan to the class for feedback and discussion – in this presentation, groups should refer to learning intentions and outcomes, activities, possible resources.
	• Towards the end of the semester, groups will demonstrate a selection of their lesson plan activities to the class – in this final presentation and teaching demonstration, each group should:
	   - present a brief overview of their group's lesson plan,
	   - demonstrate key stages from the lesson plan in sequence, with all group members participating in the teaching demonstration.
	   The final presentation and teaching demonstration should

be approximately 20 minutes in duration, involving class participation where possible.

- Develop a written rationale (approximately 1000 words), informed by relevant literature, to support the development of the group's lesson plan and resources, taking into consideration a UDL approach to teaching and learning. The group rationale should articulate the planning process and provide support, with reference to the literature, for the planning decisions made by the group. The group rationale should also consider how your group's final lesson plan and resources have been informed by your experience of the teaching demonstrations. See further details for the rationale below.

2. **Individual Component:**

   Students write and submit a 1000 word individual reflection. This reflection should include critical reflection on your experience working with a group to develop a lesson plan and resources. It is recommended that you use a model of reflection such as Borton's model as outlined below.

Submission:

1. **Group Submission to Blackboard should include:**
- The group's detailed lesson plan (post presentation/teaching demonstration amendments can be made to the lesson plan and resources based on learning from the presentation and teaching demonstration).
- Relevant resources to support the learning
- Group-developed rationale for the lesson plan and resources (1000 words)

2. **Individual Submission to Blackboard should include:**
Written reflection (1000 words)

Breakdown of Marks Awarded

20% - Group Mark for In-Class Presentations and Teaching Demonstration

	50% - Group Mark for Group Submission (30% for planning artefact i.e. lesson plan, and relevant resources, 20% for rationale i.e. group rationale to support the group's approach to lesson plan and resource development, with clear links made between the literature and the lesson plan and resources).
	
	30% - Individual Mark for Submission of Individual Reflection
	
	Group Rationale
	
	In your group rationale, you should consider the following, with reference to relevant literature, how and why your group:
	
	    - selected the chosen topic of learning;
	    - chose the learning outcomes;
	    - developed the learning intentions;
	    - considered your students' relevant prior learning;
	    - scaffolded your student's learning;
	    - assessed your students' learning;
	    - developed learning activities;
	    - embedded UDL;
	    - developed resources;
	    - considered active, experiential learning for your students;
	
	applied learning from experience of the teaching demonstrations to your group's final lesson plan and resources.
	
	Suggested Structure for Individual Reflection based on Borton's Model of Reflection
	
	• **What**? Describe your learning experience in relation to completing this assignment.
	
	• **So what**? Identify the key lessons learned from your experience in completing this assignment.
	
	• **Now what**? Discuss how you will implement your learning from this assignment in your future planning and practice.

Reading List	TBC

Politics and Society Pedagogy

Module title	Politics and Society Pedagogy
Module code	EDPT1016
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	1 hour per week (1 x 10 weeks)
Module Coordinator	Dr Andrew Wall
Module teaching staff and academic titles	Dr Andrew Wall
Module description—content	Areas to be covered include: - Theory, history and rationale for citizenship and democracy education. - Exploring key content areas as outlined in the Junior Cycle Specifications for short courses in Civic, Social and Political Education (NCCA, 2021), and Politics and Society in Leaving Certificate (NCCA, 2019). [Please note, eligibility to teach Politics and Society at Leaving Certificate level is determined by the Teaching Council; taking this module does not confer eligibility] - Understanding culture and identity, exploring difference (human-human, human-nature, human-technology) and an introduction to related critical pedagogies and critical theories. - Understanding key concepts of data and media literacy; examining the power of the media, including digital and social media, in shaping "thick" and "thin" democracies. - Teaching and learning about human rights and children's rights. - Theme-based and active learning approaches to learning about the citizen as individual, the citizen as a member of communities, the citizen in democratic society and as a global, world citizen.

	• Assessing the role of citizenship and democratic perspectives within disciplinary specialisms, including but not limited to: English (literature); Geography (trade and development issues); Business Studies (fair trade, carbon footprint, volunteerism); Science (ecology, genetics, astronomy); History (Cultural difference, slavery, conflict); SPHE (ethical decision making, the wellcitizen). • Accessing, assessing and adapting relevant teaching and learning resources for citizenship and democracy education, using critical thinking to assess the veracity and validity of sources of data. • The role of citizenship and democracy in the inclusive school and classroom - examining wider issues such as obstacles to inclusion, discrimination and racism. Exploring global examples of radical models of democratic education. • Active participatory citizenship and youth activism – cultivating the disposition that will enable students to become agentic individuals in their communities, and to take action on local, national and international issues of interest to them as citizens.
Module learning aims/objectives	• To connect citizenship and democracy education with the development of the key skills identified for students in the Junior and Senior Cycle; in this way to provide future teachers with the knowledge, skills, methods and approaches needed to engage their students in an effective experience of citizenship and democracy education. • To have students expand their own knowledge and skills; to explore their own attitudes and disposition to citizenship and democracy education so that they can empower their students as informed, agentic and participatory citizens. • To enable students to integrate citizenship and democracy education dimensions into their teaching. • To connect post-primary classrooms with the wider world.
Module learning outcomes (MLO) *please note the Programme Learning Outcome(s) (PLO) to*	On successful completion of the module students should be able to: • Identify the core principles and practice of citizenship and democracy education; • Evaluate, recognise and respond to a range of

which each MLO corresponds (for PLO, see end of this document)	opportunities for the promotion of global citizenship education and democracy education within the Junior and Senior Cycles and Transition Year, across a range of subject areas; • Design, plan and assess, in a range of appropriate and creative ways, an effective Unit of Learning that centres citizenship and democracy education; • Apply active learning methodologies and collaborative approaches to learning; • Demonstrate the ability to integrate research evidence with practice to plan an inclusive environment for the teaching and learning of citizenship and democracy.
Module Assessment Components (MAC) and their weighting	All students complete a minor assignment in this module centred around evidence-based practice in the (subject) classroom. This assignment is comprised of two continuous assessment (CA) touchpoints during the semester (20%), and a final submission including a structured reflection (80%). Assessment overview: In this assignment you must develop an artefact, including a unit of learning and/or extended lesson plan, with associated resources, for a Junior Cycle (JC) (subject) class (or Senior Cycle, as relevant) and provide an evidence-based rationale for your planning choices. The rationale must draw on recent and relevant research literature on (subject) teaching and learning to support the planning and design of the artefact. The artefact must include a UoL and/or extended lesson plan, with associated resources to support learning experiences that: 1. explicitly take into account the diversity of learners in the modern classroom. 2. maximise the use of subject-appropriate skill(s)/concept(s) by teacher and pupils in the classroom across any visual, auditory or other media used. 3. provide opportunities for the pupils to use the subject-appropriate skill(s)/concept(s) meaningfully in the classroom. 4. provide opportunities for the pupils to develop their intercultural competence. 5. explicitly addresses Senior Cycle curriculum and learning outcomes. **Breakdown of Assessment** 1. Continuous Assessment 1/2 (Formative Assessment – 10%)

Lesson Topic: Media & Misinformation

Assignment:
Students develop a unit of learning focused on political media literacy, helping students to analyze misinformation, bias, and media propaganda. This UoL should include the following components:
1. An extended lesson plan guiding students through analyzing and debunking political misinformation.
2. Resources which incorporate fact-checking exercises, critical analysis of news sources, and a student-led campaign to promote responsible media consumption.
3. An extended activity which tasks pupils with creating their own news reports, examining how political messages are framed across different media platforms.
2. Continuous Assessment 2/2 (Formative Assessment – 10%)
Lesson Topic: Democracy in Action
Assignment:
Students develop a unit of learning focused on the role of democratic institutions in students' daily lives.
This UoL should include the following components:
1. An extended lesson plan which guides students through democratic decision-making processes in Ireland.
2. A debate/walking debate which attempts to cultivate argumentation and questioning skills.
3. An extended activity which requires pupils to create a visual infographic on the process how a bill becomes law.
3. Final Submission (Summative Assessment – 80%)
Lesson Topic: Key Thinker

Assignment:
Students are tasked with choosing one key thinker from the Leaving Certificate Politics & Society syllabus and creating a presentation on this individual's core ideas. This presentation should include the following components:
1. An introduction to this thinker and overview of their ideas through a visual medium display e.g. Canva/PowerPoint
2. A detailed explanation of the key theory outlined by this individual, as applied to one social justice issue listed in the Senior Cycle Curriculum for Politics & Society in the form of a visual medium display e.g. Freire and Education
3. An individual structured reflection which showcases how this

	key thinker's ideas may be adapted in the student's area of subject specialism e.g. English/Religion.
Reading List	Craft, S., Ashley, S., & Maksl, A. (2019). News media literacy and democratic engagement: Teaching truth, lies, and accuracy in the digital age. *Journalism & Mass Communication Educator, 74*(2), 143–154. https://doi.org/10.1177/1077695819829962 Strands: 2 (Active Citizenship), 3 (Media and Democracy) Why: Links media literacy to civic empowerment in the digital age. Department of Children, Equality, Disability, Integration and Youth. (n.d.). *Hub na nÓg: Giving children and young people a voice in decision-making*. https://hubnanog.ie/ Strands: 1 (Power and decision-making), 2 (Active citizenship) Why: Offers practical, policy-aligned guidance on embedding children and young people's voices in decision-making, grounded in UNCRC rights and relevant to fostering democratic practices in schools. European Commission. (2024). *Media literacy and disinformation toolkit*. European School Education Platform. https://school-education.ec.europa.eu/en/etwinning/group/media-literacy-and-disinformation Strands: 2, 3 Why: Practical and policy-aligned guide for addressing media manipulation and misinformation. ESRI. (2023). *Civic and political engagement among young adults in Ireland*. Economic and Social Research Institute. Strands: 1 (Power and Decision-making), 2 (Active Citizenship) Why: Irish context for understanding youth engagement — key for culturally relevant teaching. Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed., M. B. Ramos, Trans.). Continuum. Strands: 1 (Power), 4 (Globalisation) Why: Foundational critical pedagogy text; links education, liberation, and civic action. Giddens, A. (2006). *Sociology* (5th ed.). Polity Press. Strands: 1 (Power), 4 (Globalisation) Why: Foundational sociological insights into identity, globalisation, and power.

Heywood, A. (2015). *Political ideologies: An introduction* (6th ed.). Palgrave Macmillan.
Strands: 2 (Active Citizenship), 4 (Globalisation and Sustainable Development)
Why: Accessible introduction to key ideologies: liberalism, socialism, feminism, etc.

Jerome, L., & Lalor, J. (2020). *Teaching citizenship in Ireland: A handbook for teachers*. Routledge.
Strands: 2 (Active Citizenship), 4 (Globalisation)
Why: Focused on active citizenship, social justice, and democratic empowerment in Ireland.

Kellner, D. (2024). Pedagogy and propaganda in the post-truth era: Critical media literacy education for a digital age. *Journal of Media Literacy Education, 16*(1).
Strands: 2 (Active Citizenship), 3 (Media and Democracy)
Why: Contemporary take on media literacy, democratic resilience, and misinformation.

National Council for Curriculum and Assessment (NCCA). (2019). *Politics and Society: Specification for Leaving Certificate*. https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Politics-and-Society/
Strands: All
Why: The core curriculum document — outlines learning outcomes, concepts, and assessment framework.

Ní Shúilleabháin, M., & Kennedy, K. (2023). Critical pedagogy and the Irish Politics and Society curriculum. *Irish Educational Studies, 42*(1), 102–118.
Strands: 2 (Active Citizenship), 4 (Globalisation)
Why: Direct engagement with how the curriculum fosters critical thinking and activism.

UNESCO. (2021). *Education for sustainable development: A roadmap*. https://unesdoc.unesco.org/ark:/48223/pf0000374802
Strands: 2 (Active Citizenship), 4 (Globalisation and Sustainable Development)
Why: Global education strategy aligned with sustainability, justice, and citizenship.

Marking Scale

Mark range	Grade
70% and above	First Class Honors*
60 – 69%	Second Class Honors, First Division
50 – 59%	Second Class Honors, Second Division
40 – 49%	Third Class
35 – 39%	F1
34% and below	F2

* To secure a Professional Master of Education award with first class honours, students must achieve a final credit weighted average mark for the programme of at least 70%, which must include at least 70% or higher in the School Placement component.

Requirements and Compensation

The final mark in the Professional Master of Education is based on the weighted average of the results for both Year 1 and Year 2. Students must achieve an overall pass mark, which is normally the credit-weighted average mark for all taught modules taken. A Pass mark on this programme is **40%** and above.

In order to obtain the PME, students must pass each component of the programme, or must compensate for failures, in accordance with the following regulations.

> **School Placement:** Students are required to pass their School Placement. It is not possible to pass by compensation in this module. Students may have one opportunity to repeat School Placement over the course of the programme at the discretion of the Court of Examiners and this further period of School Placement which should be completed satisfactorily within the following two academic years on payment of the appropriate fee.

> **Thesis**: Students are required to pass their thesis. It is not possible to pass by compensation in this area. Students on the Masters course who do not achieve a pass mark in the thesis, will be deemed to have failed the programme, and may apply to the School for permission to repeat the programme. Alternatively, such students may be awarded an associated Postgraduate Diploma in Educational Studies where they have accumulated at least 60 credits over the two-year programme.

> **Major Pedagogy:** Students are required to achieve a pass standard in major Pedagogy and cannot pass through compensation. Students may be allowed to re-submit a failing pedagogy assignment.

Foundation Studies, Minor Pedagogy and Electives: If a student fails one or more assessments in these areas, there is a system of compensation that may permit the student to pass overall.

- There is automatic compensation for a single mark in the F1 grade (that is, in the range 35-39%).
- If a student has two F1 grades, or one F2 grade in the range 30-34%, then the (unweighted) mean of the scores in the Foundation and pedagogy block (including the fail mark(s)) is computed. If it is 45 or more (correct to the nearest whole number), the student compensates in this area.
- A mark below 30 cannot be compensated.

Progression: All students registered on the PME programme must successfully pass all of the requirements of the first year of the programme to progress to the second year. The Court of Examiners will meet at the end of the first year of the programme to moderate marks and all of the results obtained by students in Year 1.

Exit Award: Students who have successfully passed all of the elements of the first year but who choose or are recommended not to proceed to the second year, or who have accumulated at least 60 credits over the 2-year course but failed the School Placement modules may be considered for a Postgraduate Diploma in Educational Studies (exit award). In accordance with College regulations as set out in the Calendar Part III, graduates who have exited the programme with a Postgraduate Diploma may <u>not</u> subsequently apply to the Programme Committee for permission to rescind their Diploma and register for the programme to attempt to complete it for an award of a Professional Master of Education.

Diploma Exit Award with Distinction: Students who have not failed an assignment or examination and have achieved 70% or higher on 5 or more assignments or examinations and achieved an average of 70% or higher across all of their assignments are eligible to be considered for an award of Postgraduate Diploma with Distinction.

PME with Distinction: The PME with Distinction may be awarded to candidates who have not failed an assignment or examination and have obtained an overall average of 70% or higher across all assignments and examinations, including a mark of 70% or higher in their School Placement modules and a mark of at least 70% or higher in the thesis.

Incomplete: Students whose marks are incomplete at the annual examinations are returned as failing, unless appropriate documentation has been presented and approved. Students whose marks are incomplete for reasons that have been approved normally submit the missing elements in time for consideration at the Supplemental Court of Examiners. Such students are eligible for Honors.

Supplementals: Students who have failed a module and are not eligible for compensation according to the regulations above must take supplemental examinations, submit assignments or undertake additional School Placement, as required by the Court of Examiners. The result for the supplemental assessment will be capped at 40% even if their mark achieved at supplemental is higher. Students are, however, eligible to secure Honours overall even if they have to repeat a particular component

PME Award: The Professional Master is awarded to students as per the Grade Bands above and is based on the weighted average of the results for both Year 1 and Year 2.

Attendance Requirements

The Professional Master of Education (PME) is a professional qualification accredited by the Teaching Council of Ireland. All students are required to attend **at least three-quarters** of each module. University regulations also mandate that lecture and tutorial attendance is compulsory for professional courses (University of Dublin Calendar Part II). **Non-attendance may be considered a fitness to practise concern**, and the **PME will not be awarded to any student with an unsatisfactory attendance record**.

As PME students, you are not supernumerary teachers and should not undertake any tasks in your school on designated 'College days.' **School duties will not be accepted as valid excuses for absence or late submission of assignments**. Additionally, when required to sign in for lectures,

you must only sign in for yourself. Signing in on behalf of another student is considered dishonest and unethical and may also be treated as a fitness to practise concern.

Reference/Source:
Calendar Part III, Section I: General Regulations and Information, 'Attendance and Off-Books';
Section III 'Attendance, Registration, Extensions'; Section IV 'Attendance and Examinations'

Absence from Examinations

Postgraduate students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period.

If a certificate is granted, it must be presented to the student's Course Co-ordinator/Director within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted.

Further details of procedures subsequent to the submission of medical certificates are available in course handbooks or from Course Co-ordinators/Directors.

> Postgraduate students who consider that other grave cause beyond their control may prevent them from attending an examination (or any part thereof) must consult and inform their Course Co-ordinator/Director. The Course Co-ordinator/Director will then make representations to the Dean of Graduate Studies requesting that permission be granted for absence from the examination.
>
> The acceptance of medical or personal circumstances in such instances is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the Student Health Service. The report will be strictly confidential to the Dean of Graduate Studies.
> (College Calendar, Part III, 2016)

Reference/Source:
Calendar Part III, Section III: 'Examinations, Assessment and Progression'; Section IV:
'Attendance and Examinations'
Academic Policies

External Examiner

The External Examiner for the PME is Dr. Orla McCormick, University of Limerick

The External Examiner for the PME programme is involved in assessing standards in School Placement, course work and examinations. The role of the External Examiner is to provide quality assurance for the programme and to ensure the work of the programme is carried out in an equitable manner. In February/March of each year a number of students will be selected to be seen on School Placement by the External Examiner. These visits do not contribute to students' final mark on School Placement. Following the end of year assessments in May, a number of students will be selected to meet the External Examiner to discuss the programme. In both cases, the students will be selected to provide a representative sample of the whole range of abilities and levels on the course.

Reference/Source:
Procedure for the Transfer of Students' Assessed Work to External Examiners

Progression Regulations

All students registered on the PME programme must successfully pass all of the requirements of the first year of the programme to progress to the second year. The Court of Examiners will meet at the end of the first year of the programme to moderate marks and all of the results obtained by students in Year 1.

References/Sources:
Calendar, Part III, Section III 'Examinations, Assessment and Progression' and 'Assessment and Progression Regulations'
National Framework for Qualifications Trinity Courses

Awards
Students who have successfully passed all of the elements of the first year but who choose or are recommended not to proceed to the second year, or who have accumulated at least 60 credits over the 2-year course but failed the School Placement modules may be considered for a Postgraduate Diploma in Educational Studies (exit award). In accordance with College regulations as set out in the Calendar Part III, graduates who have exited the programme with a Postgraduate

Diploma may <u>not</u> subsequently apply to the Programme Committee for permission to rescind their Diploma and register for the programme to attempt to complete it for an award of a Professional Master of Education.

Diploma Exit Award with Distinction: Students who have not failed an assignment or examination and have achieved 70% or higher on 5 or more assignments or examinations and achieved an average of 70% or higher across all of their assignments are eligible to be considered for an award of Postgraduate Diploma with Distinction.

References/Sources:
National Framework for Qualifications Trinity Courses

Professional and Statutory Body Accreditation

The Teaching Council [TC] is the body that registers teachers for post-primary schools in the Republic of Ireland. During the application process for the PME you complete a Teaching Council Subject Declaration form for the purposes of assessing your registration requirements. During the first year of the programme this data will be transferred to the Teaching Council, and they will contact you in due course regarding your eligibility to register or any possible shortfall in ECTS credits from your primary degree for the purposes of registration.

While we will make every effort to let you know at the time of your application if we believe there may be a problem as regards registration about your primary degree qualification, the fact that you have been accepted onto the PME programme does not mean your degree will be recognised for registration purposes by the TC.

You should also be aware of the fact that the process of seeking recognition from the TC can take some time and may be complicated.   For further details see the TC website at www.teachingcouncil.ie or phone (01) 6517900. A representative of the TC will visit College to speak to you about registration issues during the course of the programme. You are strongly recommended to attend that meeting. The School takes no responsibility for any specific problems arising over registration issues.

<u>Remember, it is your responsibility to seek advice should you have any doubt about this matter, and to make an individual application to the Teaching Council if necessary.</u>

Reference/Source:
**Calendar Part III, Section I: General Regulations and Information, 'Attendance and Off-Books';
Section III 'Attendance, Registration, Extensions'; Section IV 'Attendance and Examinations'**

Student Feedback and Evaluation

Student evaluation of undergraduate modules and postgraduate courses is a requirement under College policy. The method of evaluation is at the discretion of the School and a variety of methods, including hard copy and on-line surveys, focus groups, meetings with class representatives and retreats are used to provide the opportunity for students to give feedback on their academic and educational experience.

One of the cornerstones of any academic programme is the need for ongoing evaluation and review. Student comments, opinions, and reflections are highly valued as they can be a rich source of feedback concerning the future delivery and development of the programme. Feedback will be collected electronically or via focus groups.

References/Sources:
Student Evaluation and Feedback
Student Partnership Policy
Procedure for the conduct of Focus Groups for Student Feedback on Modules and Programmes