



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Education

Professional Master of Education Programme Year 2 Handbook

2025/26

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General Course Information

Introduction

A Note on this Handbook

This handbook applies to all Year 2 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 back 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-centred 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 this year. 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 mbliana.

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

Prof. Ann Devitt

Head of School

Welcome from the PME Registrar

Welcome back to the PME Programme at Trinity College Dublin!

As you continue on this exciting journey of becoming a teacher, we're thrilled to have you in our community at the School of Education. The dual role you're undertaking over the past and forthcoming 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 Year 2 of your programme, 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 the remainder of 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

Role	Name	E-mail
Head of School	Ann Devitt	HeadofEducation@tcd.ie
Director of Postgraduate Teaching & Learning	Keith Johnston	keith.johnston@tcd.ie
PME Registrar	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
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
English	Una Murray	murrayun@tcd.ie
Computer Science	Jake Byrne	BYRNEJ40@tcd.ie
Drama, film and theatre studies (minor only)	Susan Kennedy-Killian	susan.kennedykillian@tcd.ie
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

Modules in Elective Subjects		
Arts Education	Erika Piazzoli	Erika.piazzoli@tcd.ie
Citizenship and Democracy	Mairéad Hurley	Mairead.hurley@tcd.ie
Drama in Education	Erika Piazzoli	Erika.piazzoli@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 2 Programme Calendar 2025/26

Date	Event
21 st August 2025	Online Year 2 Orientation
1 st – 5 th September 2025	Year 2 Advanced School Placement Observation period
8th September – 5 th December 2025	Year 2 Advanced School Placement Teaching weeks, monthly webinars and advanced pedagogy webinars, dates TBC
11 th September 2025	PME Thesis Lectures and Workshop 9 – 3pm, on campus, Synge Theatre
15 th September 2025	Michaelmas Term/Semester 1 Begins
27 th – 31 st October 2025	Reading Week (no lectures)
8th – 12 th December 2025	Year 2 Advanced School Placement Reflection & Action Planning period
16 th December 2025	Thesis “Prepare-to-Share” day for all students, on campus, 9 – 3pm, venue TBC
22 nd December 2025 – 1 st January 2025	College closed
19 th January 2026	Hilary Term/Semester 2 lectures start
16 th February 2026	Sociology of Education lectures and workshop, 10 – 4pm, on campus
17 th and 18 th February 2026	Practice Enrichment Days, 10-3pm, on campus, themes TBC
2 nd – 6 th March 2026	Reading Week (no lectures)
10th April 2025	Semester 2 lectures end

PME 2 Submission and Examination Calendar 2025/26

Date	Event
Thursday 18 th September 2025	Thesis proposal Submission
Friday 9 th January 2026	Taisce Submission
Friday 13 th March 2026	Sociology of Education Submission
Friday 27 th March 2026	Electives Submission
Friday 3 rd April 2026	PME Thesis Submission
Friday 17 th April 2026	Philosophy of Education Submission
During annual assessment session 20 th April – 1 st May 2026 exact date TBC	History of Education examination (for students who chose this elective only)

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.

Please note: PME 2 students who request and receive extensions that result in their assessments being processed during the Supplemental Examination period will not be eligible for the fast-track registration process with the Teaching Council in July. These students will be individually responsible for completing their own registration directly with the Teaching Council once their grades are confirmed by the Court of Examiners in September. Registration is thereafter their responsibility, and this may affect their rate of pay until it is confirmed. Students should clarify any implications directly with the Teaching Council or the Department of Education and Youth.

Timetable

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

Online tutorials and support sessions for thesis and school placement will run during Michaelmas Term.

For Hilary term, face-to-face tutorials will run to support your learning for the modules Educational Philosophy and Theory, and Sociology of Education. Students will be assigned to one tutorial slot and you must attend this slot. Tutorials begin in Week 2 of the semester, with three tutorials offered for Educational Philosophy and Theory, and three tutorials for Sociology of

Education.

The Year 2 tutorial timetable in Semester 2 is available on our website.

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 September 2025 to Friday 5th September 2025 inclusive, observation period.
- Monday 8th September 2025 to Friday 5th December 2025 inclusive, block teaching weeks.
- Monday 8th December to Friday 12th December, reflection period

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.

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.

Notification of School Placement Visits

It is the current policy of the School of Education that you will be notified in advance of any visit while on School Placement. You are expected to make preparation for every class that you teach: hence you ought never to be 'caught out'.

Please see School Placement Handbook 2025/26 for further details.

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 Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research](#)

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>

Research Ethics

Please refer to the Thesis handbook available on the Research Methods Blackboard module and on our website for further information regarding the Ethics process.

References/Sources:

[Research Ethics](#)

[Policy on Good Research Practice](#)

[Ethics Policy](#)

Teaching and Learning

Programme Structure

The Professional Master of Education (PME) is a fulltime, 120 credit, level 9 programme completed over two academic years.

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 not 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.

Programme Structure and Workload

A list of modules, including module codes, titles, and ECTS credit weightings, is provided later in this handbook. As a general guide, one ECTS credit represents approximately 20–25 hours of total student effort, including contact hours, self-directed study, preparation, and assessment. Specific workload expectations, including indicative hours of independent learning or research, are outlined within each module descriptor.

Year 2 Semester 1	
1) Advanced School Placement (25 ECTS): Compulsory	Structured Observation week: Monday 1st – Friday 5th September 2025 (inclusive) Teaching Weeks Block Placement: Monday 8th September to Friday 5th December 2025 (inclusive)

	• 12 weeks Block Placement • 1 un-assessed visit from School of Education Tutor • 2 assessed visits from School of Education Tutors • Taisce Structured Reflection & Action Planning Week Monday 8th – Friday 12th December 2025 (inclusive) Assessment: Taisce (20%), School Placement visits* (80%). *Advanced School Placement visits will assess the class observed plus students’ planning and reflection tasks in their Advanced School Placement Folder/Portfolio. Evening sessions online every two weeks.
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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

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.

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.

Advanced Pedagogy and Research (Thesis)

Module title	<i>Advanced Pedagogy and Research (Thesis)</i>
Module code	ET8901-8910 (related to pedagogy major)
Mode of delivery	In Person
Module ECTS Weighting	20 ECTS
Semester of delivery	Semester 2
Module Contact Hours	Two in person half day workshops, meetings with supervisors and webinars if required.
Module Coordinator	Dr Aoife Lynam
Module teaching staff and academic titles	Dr Aoife Lynam (Thesis Coordinator) and invited colleagues
Module description—content	Areas to be covered include: Deconstructing the underpinning principles of research-based policy and practice This work will provide students with the foundational concepts critical for practitioners' capacities to engage with, use and generate research evidence to inform practice. Within these sessions, students will also explore the political and societal functions of this form of research, its methodological underpinnings in terms of research approaches and concomitant research traditions. Students will be introduced to the ethical dimensions of research more generally and given an introductory guide to some of the philosophical debates around reflexivity, epistemology, ontology and axiology which also underpin research-based evidence, with implications for policy-making and practice. Lastly, students will initially explore the interrelationship between the above and the construction of research designs. Critically exploring the tools & techniques of data generation Placed within the context of the range of methodologies discussed in section A of this module, students will explore the role of different research methods (numerical & non- numerical) available to researchers. Additionally this will also include

	discussions concerning the construction of research designs built around the use of single and mixed methods and the implications of this for sampling, ethics, all forms of triangulation and sufficiency of evidence. Fabricating evidence? The role of analysis and data representation within research- based evidence policy and practice Building from the content in B above, these sessions will provide students with an introduction to the techniques of data analysis commonly applied to numerical, textual and visual forms of data. Following on from this, students will be introduced to the issues around the selection and representation of data put forward as evidence.
Module learning aims/objectives	To provide students with a critical grounding in the key debates around research-based and evidence-informed practice as education professionals, and in professions more generally To introduce students to the range of research methodologies and research tools applied by researchers, including practitioner research; To develop students' understanding of the analytical techniques (e.g. thematic analysis) applied while engaging with, using and/ or generating research evidence to inform practice; To develop students' capacity to interpret and critique, from a methodological perspective, various forms of evidence, including empirical and non-empirical forms of evidence; To sensitise students to the interpretation of evidence and how interpretation is a values-laden exercise about which practitioners must critically reflect as individuals and collaboratively; To develop students' critical understanding of the reflexive dimensions associated with evidence-informed practice and practitioner research.
Module learning outcomes (MLO)	On successful completion of the module students should be able to: show a critical understanding of the range of different research traditions (e.g. case study, action research, self-study, grounded theory, narrative, ethnography, life history, quasi-experimental, and evaluative traditions) that can be applied in the domain of educational research and their relevance to practitioners; comprehend the epistemological, axiological, ontological axioms which underpin research-based evidence;

	evaluate the interrelationship between research questions, approaches, methodologies and the generation of evidence; appraise the range of research methods used in the generation of research evidence; comprehend the ethical and political dimensions of research-based evidence; deconstruct published educational research in its application to educational policy and practice; construct a 10,000 word research thesis which critically applies a cohesive set, as appropriate, of the key concepts engaged in this module.
Module Assessment Components	Summative Assessment Module assessment will be a research thesis of 10,000 words in their chosen area. Students will choose to research a topic or theme which emerges strongly as an area of interest or concern to them from their on-going portfolio work in first and/or second year of the PME course, concentrating on an aspect of the student's School Placement experience and/or their professional and academic studies. As such, it is considered a significant piece of work and the culmination of two years professional and research engagement in education. The project aims to develop in students the ability to apply the research skills necessary to conduct a small-scale research study in their chosen area. Criteria for Assessment Students will be expected to: plan, design and carry out relevant research in their chosen area, taking into account its relevance to teachers and pupils, and their own professional and academic development as educators; critically evaluate the theoretical underpinnings of their chosen research area and selected methodology; demonstrate a critical and skilled selection of material from the literature, professional practice and personal experience that allows for an in-depth examination of the topic; demonstrate an excellent use of a theoretical framework to support the development of their discussion; present, discuss and evaluate their study findings within the context of the existing literature; extrapolate and address the ethical issues in their study, as

	relevant; show an ability to reflect analytically upon their own practice, recognising both strengths and weaknesses; highlight the wider implications of the study for the education profession, and identify possible future trends in policy, practice and research; achieve a high standard in overall presentation. Formative Assessment Students will receive support from and be guided through the research process by their thesis supervisors. As some of the sessions will be workshop and task-based, the interaction between the lecturer and the student will provide opportunities to assess student learning, as well as interaction with peers and structured self-reflective activities.
Reading List	Biesta, P. G. (2020). <i>Educational Research: An Unorthodox Introduction</i>. Bloomsbury Academic. Burke, J. & Dempsey, M. (2021). <i>Undertaking Capstone Projects in Education: A Practical Guide for Students</i>. Routledge. [recommended text available as an e-book from TCD Library] Firth, J. (2020). <i>The teacher's guide to research: Engaging with, applying and conducting research in the classroom</i>. Routledge. Gordon, N., & Conaway, C. (2020). <i>Common-sense evidence: The education leader's guide to using data and research</i>. Harvard Education Press. Kirschner, P. A., & Hendrick, C. (2020). <i>How learning happens: Seminal works in educational psychology and what they mean in practice</i>. Routledge. Kirschner, P. A., Hendrick, C., & Heal, J. (2022). <i>How teaching happens seminal works in teaching and teacher effectiveness and what they mean in practice</i>. Routledge. McDonagh, C. (2019). <i>Enhancing Practice through Classroom Research: A Teacher's Guide to Professional Development</i> (2nd edition). Routledge. Murphy, G. (2021). Putting research evidence into practice. Policy directions and professional futures. <i>Ireland's Yearbook of Education 2020/ 2021 Education Matters</i>. https://irelandseducationyearbook.ie/irelands-education-yearbook-2020/research/putting-research-evidence-into-

	<u>practice/</u> Pring, R. (2015). <i>Philosophy of Educational Research</i> (3rd edition). Bloomsbury Academic. Sullivan, B., Glenn, M., Roche, M., & McDonagh, C. (2016). <i>Introduction to Critical Reflection and Action for Teacher Researchers</i> (1st edition). Routledge. Thomas, G. (2017). <i>How to Do Your Research Project: A Guide for Students</i> (Third edition). SAGE Publications Ltd. Thomas, G. (2021). <i>How to Do Your Case Study</i> (Third edition). SAGE Publications Ltd. Williams, J. (2020). <i>How to Read and Understand Educational Research</i> (1st edition). SAGE Publications Ltd. Wilson, E. (Ed.). (2012). <i>School-based Research: A Guide For Education Students</i> (Second edition). Sage Publications Ltd.
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Advanced School Placement

Module title	Advanced School Placement
Module code	EDPT8911
Mode of delivery	in person
Module ECTS Weighting	25 ECTS
Semester of delivery	Semester 1
Module Contact Hours	First semester: Advanced School Placement – 5 days per week for 12 weeks (with 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 and invited guests
Module description—content	The Advance School Placement module (EDPT8911) in the second year of the PME is designed to build upon its precursor, the School Placement module (EDPT7911) in the first year of the PME. In the Advanced School Placement module, students meet key threshold concepts in a spiral, iterative model as they work towards become inclusive, responsive, creative and reflective practitioners. This module emphasises a unified approach to learning and teaching in the school environment, which does not break down pupil behaviour artificially into knowing, feeling and doing, but encourages students to regard pupil experience in its totality. This approach aims to integrate the theoretical learning acquired during the PME as part of Professional Studies and Foundation Disciplines and facilitates a creative, inclusive and reflective practitioner approach to the teaching, learning and assessment which occurs within the class and wider school environment. The practice of teaching is a holistic process that requires the integration of knowledge, values, attitudes and skills, and is reflected in this module and its intrinsic links with the wider PME. Similar to the Year 1 School Placement module, the Advanced School Placement module is designed 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.
Module learning aims/objectives	This Advanced School Placement module incorporates the concepts, principles and core values of Initial Teacher Education, particularly in terms of its focus on research-led and research-informed professional standards and practice in post primary schools. Principles of empowerment, partnership, inclusion and a respect for the

	uniqueness and identity of each pupil and colleague in the school environment and wider school community underpin the approach to this module. The practice of education is accountable, ethical, inclusive, proactive and responsive to the holistic needs of pupils, effecting a positive contribution or transformation by responding to the individual, class, school community and wider society. Professional placement practice in this advanced module is underpinned by a dynamic knowledge base, grounded in evidence and inclusive of contributions from the social sciences, humanities and arts traditions. The block placement provides an environment from which new educational knowledge develops and is nurtured by school staff, peers and College tutors in the domains of foundation and professional studies. Careful consideration has been given to the educational processes and progression from the first School Placement module in year 1 to this advanced module, which will facilitate students' learning throughout the Professional Master of Education. Students are facilitated to develop both professionally and personally so as to acquire the necessary knowledge, skills, competencies and professional dispositions which will prepare them to function as post primary school teachers. This module builds on the School Placement module and aims to prepare students to become actively involved in all aspects of the assessment, planning, implementation and evaluation of their pupils' learning experiences in partnership with teaching staff, and to engage fully in the day-to-day life of a school.
Module learning outcomes (MLO)	An experiential taxonomy ensures that understanding, planning and evaluation of the meaning of total experiences within the learning and teaching process in a student's partnership placement school occurs. On successful completion of the module students should be able to: Planning and Practice plan and run lessons: devise and (safely) implement individual class plans and Units of Learning/Units of Learning that are inclusive by design, are appropriate to their pupils' abilities and interests, are coherent with the syllabus, and make use of a range of appropriate teaching methods and technology; plan, teach and assess students' learning in diverse classes: demonstrate an awareness of the needs of both the whole class and the individual pupil and an ability select and employ appropriate knowledge, skills and techniques to monitor students' learning, using established protocols for both summative and formative assessment; establish the context of their teaching subject: demonstrate an enthusiasm for their subject which will enliven and enrich their classroom teaching and an understanding of the relevance and importance of their subject in

	society and in the general education of young people; use a variety of media for teaching and learning: demonstrate knowledge and use of information and communications technologies, artistic and scientific media in the classroom where appropriate and critique relevant available resources for inclusive and engaging teaching and learning; establish and maintain a positive classroom environment and foster good relationships with and among pupils, thereby assisting in the facilitation of the development of positive self-esteem to counter/prevent bullying, through good class management techniques. Professional Relationships participate, collaborate and contribute within a professional team, demonstrating knowledge and understanding of the importance of sharing professional learning in a collegial manner to support and enhance teaching and learning; develop effective, ethical and appropriate communication skills in order to engage with pupils, parents/carers, colleagues, student teachers, the school principal, school management, co-professionals and the wider community. Research and Reflection reflect critically on their own practice and identify areas of focus for future professional development within and beyond the Droichead framework, demonstrating a professional commitment to seeking, accepting and acting upon constructive advice as a means of improving practice; develop informed opinions and positions, drawing on knowledge and understanding of the foundation modules and relevant extant research as well as generating their own research through identification, critical analysis and integration of new knowledge regarding curriculum, pedagogy and assessment into their practice, facilitated through the development of their Taisce, and with reference to the Teaching Council Code of Conduct of Professional Practice; have due regard to the ethical values and professional standards set out in the Teaching Council's Code of Professional Conduct for Teachers and the School of Education's School Placement Handbook.
Module Assessment Components (MAC)	The Year 2 Advanced School Placement module is assessed by continuous assessment before, during and after the in-school element of Advanced School Placement. As student teachers are preparing to go on Advanced School Placement, student teachers must engage with and complete a number of hurdle tasks, before they can go in schools for Advanced School Placement. Whilst on Advanced School Placement itself, student teachers must continually plan for all lessons that they teach and engage in reflective writing practice. At the end of Advanced School Placement, student teachers must engage in a Reflection & Action Planning week, and they must submit their Taisce.

	Hurdle Tasks (Prior to going on Advanced School Placement) Prior to Advanced 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 Advanced School Placement. These hurdle tasks include: - Uploading of Consent Form to Blackboard - Uploading of School Timetable to Blackboard - Garda vetting still valid - Attendance at the Welcome Back Orientation & Preparation sessions - Completion and uploading of one Observation & Preparation Handbook and Attendance Sheets for Structured Observation & Preparation week During Teaching Weeks Whilst on Advanced 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 must be created and ready in advance of teaching every lesson – uploaded to Blackboard by the previous evening at 5 p.m. at the latest Reflective Writing Requirements Student teachers must engage with reflective writing requirements whilst on Advanced 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 - One Reflection & Action Planning Handbook completed in Reflection period – uploaded to Blackboard - Taisce uploaded to Blackboard Advanced School Placement Visits During Advanced School Placement, student teachers will receive 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
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	Whilst on Advanced 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 Advanced School Placement assessing the student's Advanced School Placement Planning & Preparation folder and Taisce. Students receive constructive oral and written feedback according to prescribed categories of performance following each of the above visits. Assessment in the Advanced 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 Advanced 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).
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	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. <i>Therefore, students must secure a different school for their Advanced School Placement in Year 2.</i>
Reading List	Booth, A., Doyle, E. & O'Reilly, A. (2023). <u>School-based health promotion to improve mental health literacy: a comparative study of peer-versus adult-led delivery</u>. <i>Journal of Mental Health</i>, 32(1). Britzman, D. P. (2003). <i>Practice Makes Practice: A Critical Study of Learning to Teach</i>. State University of New York Press. Byrne, D. V. & Smyth, E. (2011). <i>Behind the Scenes? A Study of Parental Involvement in Post primary Education</i>. Liffey Press/ESRI. Available at: https://www.researchgate.net/publication/275640100_Behind_the_Scenes_A_Study_of_Parental_Involvement_in_Post_primary_Education. Capel, S., Leask, M., and Turner, T. (Eds.) (2022). <i>Learning to Teach in the Secondary School: A Companion to School Experience</i>. 5th edition. Routledge. Center for Research on Learning and Teaching, University of Michigan (n.d.). <i>How can you incorporate active learning into your classroom?</i> https://crlt.umich.edu/sites/default/files/instructor_resources/how_can_you_incorporate_active_learning.pdf. Cook-Sather, A., Bovill, C., & Felten, P. (2014). <i>Engaging students as partners in learning and teaching: A guide for faculty</i>. Jossey-Bass. Department of Children, Equality, Disability, Integration and Youth, Hub na nÓg and Professor Laura Lundy of Queens University, Belfast (2017). <i>Participation Framework. National Framework for Children and Young People's Participation in Decision-making</i>. Available at: https://hubnanog.ie/wp-content/uploads/2021/04/5587-Child-Participation-Framework_report_LR_FINAL_Rev.pdf. Ellis, P. Kirby, A. & Osborne, A. (2023). <i>Neurodiversity and Education</i>. Corwin. Epstein, J. L, Sanders, M. G., Simon, B. S., Salinas, K. C, Jansorn, N. R., & Van Voorhis, F. L. (2009). <i>School, family, and community partnerships: Your handbook for action</i>. Corwin Press. Ghaye, T. (2010). <i>Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action</i>. 2nd Edition. Routledge. Hagger, H. and McIntyre, D. (2013). <i>The Management of Student Teachers'</i>

- Learning: A Guide for Professional Tutors in Secondary Schools*. Routledge.
- Hargreaves, A. and Dennis, S. (Eds.) (2009). *The Fourth Way: The Inspiring Future for Educational Change*. Corwin Press.
- Hargreaves, A. and Sahlberg, P. (2012). *Finnish Lessons: What Can the World Learn from Educational Change in Finland?* Teachers' College Press.
- Hattie, J. A. C., & Anderman, E. (2013). *Handbook on Student Achievement*. Routledge.
- Kyriacou, C. (2009). *Effective Teaching in Schools Theory and Practice*. 3rd edition. Nelson Thornes.
- Littleton, K. & Mercer, N. (2013). *Interthinking: putting talk to work*. Routledge.
- Lubicz-Nawrocka, T. (2019). *An introduction to students and staff-co-creation*. Teaching Matters Blog. Available at: <https://www.teaching-matters-blog.ed.ac.uk/an-introduction-to-student-and-staff-co-creation-of-the-curriculum/>
- Lubicz-Nawrocka, T. (2018). Students as partners in learning and teaching: The benefits of co-creation of the curriculum. *International Journal for Students as Partners*, 2(1).
- Lubicz-Nawrocka, T., & Bunting, K. (2018). Student perceptions of teaching excellence: An analysis of student-led teaching award nomination data. *Teaching in Higher Education*, pp. 1-18.
- McDonagh, C., Roche, M., Sullivan, B. and Glenn, M. (2012). *Enhancing Practice through Classroom Research: a teacher's guide to professional development*. Routledge.
- McNiff, Jean (2013). *Action Research: Principles and practice*. 3rd edition. Routledge.
- Moon, J. (2000). *Reflection in Learning and Professional Development: Theory and Practice*. Routledge.
- National Council for Curriculum and Assessment (2017). *Junior Cycle Wellbeing Guidelines*. NCCA.
- Neelands, J. & Goode, T. (2015). *Structuring Drama Work: 100 Key Conventions for Theatre and Drama 3rd Edition*. Cambridge University Press.
- Nolan A. (2018). *Spotlight school-based relationships and sexuality education (RSE): lessons for policy and practice*. Oireachtas Library & Research Service, Ireland.
- O'Reilly, A., Tibbs, M., Booth, A., McKeague, B. & Moore, J. (2020). *A rapid review investigating the potential impact of a pandemic on the mental health of young people aged 12–25 years*. *Irish Journal of Psychological Medicine*, 38(3), pp. 192-207.
- Pasternak, D. L., & Rigoni, K. K. (2015). *Teaching reflective writing: thoughts on developing a reflective writing framework to support teacher candidates*.

	<i>Teaching/Writing: the Journal of Writing Teacher Education</i>, 4(1), 5. Pearce, J. (2022). <i>What every teacher needs to know. How to embed evidence-informed teaching and learning in your school</i>. Bloomsbury. Pollard, A. (2002). <i>Readings for Reflective Teaching</i>. Continuum. Professional Development Service for Teachers (2022). <i>Active Learning Methodologies</i>. Available at: https://www.pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20with%20keyskills_0.pdf Robinson, Ken (2022). <i>Imagine If....</i> Penguin. Rossouw, J., Carey, E., Doyle, E., O'Brien, G., Cullinan, S. & O'Reilly, A. (2022). <u>A year in perspective: The impact of the COVID-19 pandemic on engagement with Jigsaw youth mental health services</u>. <i>Early Intervention in Psychiatry</i>, 16(7), pp. 792– 799. Rushton, K. (2017) <u>'Instructional Leadership: The Art of Asking Questions to Promote Teaching Effectiveness'</u> In P. Preciado Babb, L. Yeworiew, & S. Sabbaghan (Eds.). <i>Selected Proceedings of the IDEAS Conference: Leading Educational Change</i>, pp. 131-139. University of Calgary. Sahlberg, P. (2009). "Creativity and Innovation Through Lifelong Learning." <i>Lifelong Learning in Europe</i>, 14(1), pp. 53–60. Schleppegrell, Mary J. (2004). <i>The Language of Schooling: A Functional Linguistics Perspective</i>. Erlbaum. School of Education Trinity College Dublin (2022). <i>PME Programme Handbook</i>. School of Education Trinity College Dublin (2022). <i>School Placement Handbook</i>. School of Education Trinity College Dublin (2022). <i>PME Thesis Handbook</i>. Smith, D., Fisher, D. and Frey, N. (2015). <i>Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management</i>. ASCD. Sobel, D. and Alston, S. (2022). <i>The Inclusive Classroom</i>. Bloomsbury. William, D. (2017). <i>Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning)</i> (The New Art and Science of Teaching). Solution Tree Press. UNESCO (2018). <i>International Technical Guidance on Sexuality Education: An evidence-informed approach</i>. UNESCO. Webster University, Institute for Excellence in Teaching and Learning (2009). <i>Active Learning Handbook</i>. Available at: https://admin.umd.edu.pk/Media/Site/UMT/SubSites/ctl/FileManager/GetStartedActiveLearningHandbook.pdf Zwozdiak-Myers, P. (2012). <i>The Teacher's Reflective Handbook</i>. Routledge.
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Foundation modules

Educational Philosophy and Theory

Module title	Educational Philosophy and Theory
Module code	ET8926
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	10 x 1 hours of lectures
Module Coordinator	Dr Andrew Gibson
Module teaching staff and academic titles	Dr Andrew Gibson
Module description—content	The lectures are divided into 5 sections: The concept of knowledge in historical and contemporary understandings (2 lectures); Models of the human learner: Platonic, Aristotelian, Enlightenment, Postmodernist (2 lectures); The aims of education: human flourishing, modernist autonomy, feminist care (2 lectures); The philosophical principles of feminist and critical pedagogies (2 lectures); The ethics of education, teaching and learning (2 lectures).
Module learning aims/objectives	To introduce students to the concepts, language and models of contemporary educational theory To develop a thoughtful, informed and critically reflective approach to education and teaching To develop a critical engagement with models and aims of education
Module Learning	On successful completion of this module, the student will be able: To examine and evaluate modern concepts of knowledge, particularly subject

Outcomes (MLO)	knowledge To identify, compare and contrast models of the human learner To summarise, argue coherently for and defend or refute different models of education employing educational theory literature To construct a personal professional ethical position based on an informed ethics and the Code of Professional Conduct for Teachers To construct a personal philosophy of education that might be applied to practice, based on research evidence and/or philosophical argument from academic literature.
Module Assessment Components (MAC)	Summative Summative assessment is by a 3,000 word essay. The essay is assessed according to five criteria closely aligned to the learning outcomes: content and connection to practice; quality of analysis and criticality; structure, logical argument and academic citation conventions; personal and professional reflection; evidence of reading and research- based response. The assessment criteria documentation provides marking descriptors for each of the criteria. Formative assessment is by student questioning in lectures. A question-and-answer element is included in most lectures.
Reading Lists	Anthologies <i>Available on the ground floor of the Lecky Library.</i> Bailey, R. et al. (Eds.) (2010). <i>The SAGE Handbook of Philosophy of Education</i>. Sage. Blake, N. et al. (2003). <i>The Blackwell Guide to the Philosophy of Education</i>. Blackwell. Curren R. (Ed.) (2003). <i>A Companion to the Philosophy of Education</i>. Blackwell. Curren, R. (Ed.) (2007). <i>Philosophy of Education: An Anthology</i>. Blackwell. Noddings, N. (2007). <i>Philosophy of Education</i> (second ed.). Westview. Rorty, A. E. (1998). <i>Philosophers on Education: New Historical Perspectives</i>. Routledge. Walsh, B. (Ed.) (2011). <i>Education Studies in Ireland</i>. Gill and Macmillan Introduction to Philosophy and Education Baggini, J. (2018). <i>How the World Thinks: A Global History of Philosophy</i>. Granta. [A good, and very readable general introduction to philosophy from around the world] Biesta, G. (2007). Why “what works” won’t work: Evidence-based practice and the democratic deficit in educational research.

	<i>Educational Theory</i>, 57(1), pp. 1–22. http://doi.wiley.com/10.1111/j.1741-5446.2006.00241.x Dunne, J. (2005). An Intricate Fabric: understanding rationality of practice. <i>Pedagogy, Culture and Society</i>, 13(3), pp. 367-389. Gallie, W. B. (1956). Essentially Contested Concepts. <i>Proceedings of the Aristotelian Society</i>, 56, pp. 167–198. Hansen, D. T. (1995). Teaching and the Moral Life of Classrooms. <i>Journal for a Just and Caring Education</i>, 2(1), pp. 59–74. Hogan, P. (2005). The Integrity of Learning and the Search for Truth, <i>Educational Theory</i>, 55 (2), pp 185-200. Millett, S. (2017). Why teach philosophy in a world dominated by science? <i>Budhi: A Journal of Ideas and Culture</i>, 21(3), pp. 65–81. Mulcahy, D. (2011). Assembling the ‘Accomplished’ Teacher: The performativity and politics of professional teaching standards. <i>Educational Philosophy and Theory</i>, 43(S1), pp. 94- 113. Seery, A. (2011). Philosophy of Education. In B. Walsh (Ed.), <i>Education Studies in Ireland</i> (pp. 5–33). Gill and Macmillan. Siegel H. (2003). Cultivating Reason in R. Curren (Ed.) <i>A Companion to the Philosophy of Education</i> (pp. 305-319). Blackwell. Park, P. K. J. (2013). <i>Africa, Asia, and the History of Philosophy</i>. State University of New York Press. Rorty, R. (1999). Education as Socialization and as Individualization. In <i>Philosophy and Social Hope</i>. Penguin. Van Norden, B. W. (2017). <i>Taking Back Philosophy: A Multicultural Manifesto</i>. Columbia University Press. [see also some of his blog posts on this area] Ethics and the educator Aristotle. (2020). <i>The Nichomachean Ethics</i>, trans. Adam Beresford. Penguin. Annas, J. (2004). Being Virtuous and Doing the Right Thing. <i>Proceedings and Addresses of the American Philosophical Association</i>, 78(2), pp. 61–75. Biesta, G. J. J. (2016). <i>Beautiful Risk of Education</i>. Routledge. Daston, L. (2022). <i>Rules: A Short History of What We Live By</i>. Princeton University Press. Higgins, C. (2011). <i>The Good Life of Teaching: An Ethics of Professional Practice</i>. Wiley-Blackwell. [<u>really</u> worth reading in its entirety – and its available online open source!] MacIntyre, A. (2002). <i>A Short History of Ethics</i>. Routledge. [chapters 1 and 10 if nothing else] Reeve, C. D. C. (1998). Aristotelian Education, in A. O. Rorty (ed.), <i>Philosophers on Education</i>. (pp. 51-65), Routledge. Sim, M. (2017). The Phronimos and the Sage. <i>The Oxford Handbook of Virtue</i>,
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May, 1–19. <https://doi.org/10.1093/oxfordhb/9780199385195.013.33>
 Strike, K. A. (2003). The Ethics of Teaching in R. Curran (Ed.) *A Companion to the Philosophy of Education* (pp. 509-524). Blackwell.

Philosophies of education and society

Althusser, L. (2020/1971). *On Ideology*. Verso.
 Arendt, H. (2006). The Crisis in Education. In *Between Past and Future*. Penguin.
 Dewey, J. (1900). *The School and Society*. Chicago: University of Chicago Press.
 Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. <http://www.gutenberg.org/ebooks/852> [A dull read, but such an important book. Try a chapter!]
 Freire, P. (1973). *Pedagogy of the Oppressed*. Penguin. [A short read, but important]
 Freire, P. (1995). *Pedagogy of Hope. Reliving Pedagogy of the Oppressed*. Continuum.
 Galloway, S. (2012). Reconsidering Emancipatory Education: Staging a conversation between Paolo Freire and Jacques Rancière. *Educational Theory* 62 (2), pp. 185-201.
 hooks, bell. (1994). *Teaching To Transgress*. Routledge.
 Kazepides, T. (2012). Dialogue in the Shadow of Ideologies. *Educational Philosophy and Theory*. 44 (9), pp. 959-965.
 Parker, M. (2015). Critical and revolutionary pedagogies for today's education and society. In J. Haynes, K. Gale, & M. Parker (Eds.), *Philosophy and education: An introduction to key questions and themes* (pp. 34–46). Routledge.
 Selwyn, N. (2023). The modern classroom chair: Exploring the 'coercive design' of contemporary schooling. *Power and Education*, <https://doi.org/10.1177/17577438231163043>
 Spring, J. (1994). *Wheels in the Head: Educational Philosophies of Authority, Freedom, and Culture from Socrates to Paulo Freire*. McGraw-Hill.
 Standish, P. (2003). The Nature and Purposes of Education. In R. Curran (Ed.) *A Companion to the Philosophy of Education* (pp. 221-231). Blackwell.

Education in a time of transformation

Bakewell, Sarah (2016). *At the Existentialist Café*. Vintage. [A more general read, but good insight into the personalities and history of C20th European philosophy]

Collins, P. H. (2019). *Intersectionality as Critical Social Theory*. Duke University Press.

Crenshaw, Kimberlé W. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1, pp. 139–167. <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8/>

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<https://www.theatlantic.com/magazine/archive/1897/08/strivings-of-the-negro-people/305446/>

Du Bois, W. E. B. (1903/2018). *The Souls of Black Folk*. Penguin.

Dunn, F. (1993). The Educational Philosophies of Washington, DuBois, and Houston: Laying the Foundations for Afrocentrism and Multiculturalism. *The Journal of Negro Education*, 62(1), p. 24.
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Haraway, D. (2016). “A Cyborg Manifesto” in *Manifestly Haraway*. University of Minnesota Press. [Search online for this, and you’ll find it]

Kuhn, T. (2012). *The Structure of Scientific Revolutions*. (4th ed.). University of Chicago Press.

Latour, B. (2018). *Down to Earth: Politics in the New Climatic Regime*. Polity.

Lyotard, J. F. (1979/1984). *The Postmodern Condition: A Report on Knowledge*. Manchester University Press.

Mills, C.W. (1999). *The Racial Contract*. Cornell University Press.

Nagel, T. (1974). “What is it like to be a bat?”. *The Philosophical Review*. LXXXIII(4), pp. 435-450. <http://www.philosopher.eu/others-writings/nagel-what-is-it-like-to-be-a-bat/>

Nicholson, C. (1989). Postmodernism, Feminism, and Education: The Need for Solidarity. *Educational Theory* 39(3), pp. 197-205.
<https://plato.stanford.edu/> The *Stanford Encyclopedia of Philosophy* (SEP) is the primary online and peer-reviewed reference for philosophy. While it’s aimed more at scholars, or those at a more advanced stage in their literature reading, it’s a good place to get stuck in. It’s regularly updated and revised, so a good indicator of contemporary work on a topic.
<https://iep.utm.edu/> The *Internet Encyclopedia of Philosophy*. Also peer-reviewed, and with a similar focus as the SEP.

Sociology of Education

Module title	Sociology of Education
Module code	ET8927
Mode of delivery	In Person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 1
Module Contact Hours	Three 1 hour tutorials for each group and one full day session in February
Module Coordinator	Prof. Andrew Loxley
Module teaching staff and academic titles	Prof. Andrew Loxley and Dr. Patricia McCarthy
Module description—content	The following are the four main content areas dealt with during the module. Introducing the grand narratives of the sociology of education part 1: the influence of structural-functionalism on the early period of the sociology of education. Introducing the grand narratives of the sociology of education part 2: the application of Marxism, Critical Theory and Pierre Bourdieu to the world of schooling. Introducing the grand narratives of the sociology of education part 3: the emergence of poststructuralism and postmodernism as a window on schooling and education. Contemporary Issues in Sociology of Education: Gender and identity, language and social class formation, and questions of difference around inclusion and exclusion.
Module learning aims/objectives	To provide a critical introduction to key sociological perspectives and concepts as they relate to education and schooling; To critically explore how these perspectives and concepts apply to the Irish and similar education systems; To enable students to explore the intersection between sociological theory in the context of their emerging professional practice.
Module learning outcomes (MLO)	Critically discuss a range of sociological perspectives and concepts in relation to the field of schooling and education;

	Propose and articulate a sociologically informed stance in relation to issues in Irish schooling and education; Appraise the significance and impact of these perspectives and concepts presented to their own professional contexts; Identify and explain the importance of key sociological perspectives and concepts relative to their own professional development.
Module Assessment Components (MAC)	One written assignment (3,000 words) designed to assess the students': ability to use appropriate academic conventions as per the PME regulations criticality and depth of understanding commensurate to masters standards range and depth of reading commensurate to masters standards critical application of concepts covered in the module logic and coherent development of a scholarly argument based on the use of a range of sources and perspectives critical synthesis of theory and practice.
Reading Lists	Apple, M. (1995). <i>Education and power</i>. Routledge. Bourdieu, P. and Passeron, J. (1977). <i>Reproduction in Education, Culture and Society</i>. Sage. Ball, S. (2017). <i>The Education Debate (Policy and Politics in the Twenty-First Century)</i>. Polity. Bowles, H. and Gintis, S. (1975). <i>Schooling in Capitalist America</i>. RKP. Brooks, R. (2018). <i>Education and Society: Places, Policies, Processes</i>. Red Globe Press. Brown, P. (2013) 'Education, Opportunity and the Prospects for Social Mobility', <i>British Journal of Sociology of Education</i>, 34(5-6), pp. 678-700. Edwards, R. and Usher, R. (1994). <i>Postmodernism and education</i>. Routledge. Foucault, M. (1977). <i>Discipline and Punish: The birth of the prison</i>. Penguin. Giddens, A. & Sutton, P. (2021). <i>Sociology: Introductory Readings (4th Edition)</i>. Polity Press. Giddens, A. & Sutton, P. (2021). <i>Sociology (9th Edition)</i>. Polity Press. Giroux, H. (1984). <i>Ideology, Culture and the Process of Schooling</i>. Falmer. Giroux, H. and McClaren, P. (1994). <i>Border Crossings and Cultural Workers and the Politics of Education</i>. Routledge. Gerwitz, S. & Cribbb, A. (2009). <i>Understanding Education: A Sociological Perspective</i>. Polity. Green, A. (1990). <i>Education and State Formation: the rise of education systems in England, France and the USA</i>. Macmillan.

	Grenfell, M. (2008). <i>Pierre Bourdieu: key concepts</i>. Acumen. Halsey, A., Lauder, H., Brown, P. and Wells, A. (2001). <i>Education, Culture, Economy and Society</i>. Oxford University Press. Harvey, D. (2011). <i>A Brief History of Neoliberalism</i>. Oxford University Press. Kennedy, M. and Power, M. (2010) 'The Smokescreen of meritocracy: Elite Education in Ireland and the Reproduction of Class Privilege'. <i>Journal for Critical Education Policy Studies</i>, 8(2), pp. 222-248. Lynch, K. (1999). <i>Equality in education</i>. Gill & MacMillan. Lynch, K. & Creen M. (2018). Economic inequality and class privilege in education: Why equality of economic condition is essential for equality of opportunity in Ireland in J. Harford (ed.) <i>Education for All? The Legacy of Free Post-Primary Education in Ireland</i>. Peter Lang. Lynch, K. (2022). <i>Care and Capitalism: Why Affective Equality Matters for Social Justice</i>. Polity Press. McLaren, P. (1993). <i>Schooling as a ritual performance: Towards a political economy of educational symbols and gestures</i>. Routledge. Morais, A., Neves, I., Davies, B. & Daniels, H. (Eds.) (2002). <i>Towards a sociology of pedagogy: The contribution of Basil Bernstein to Research</i>. Peter Lang Publishing. Rabinow, P. (1991). <i>The Foucault Reader: An introduction to Foucault's thought</i>. Harmondsworth. Torres, C.A. & Antikainen, A. (Eds.) (2003). <i>The international handbook on the sociology of education: an international assessment of new research and theory</i>. Rowman and Littlefield. Savage, M. (2000). <i>Class analysis and social transformation</i>. OUP. Share, P, Tovey, H. & Cochoran, M. (2012). <i>A sociology of Ireland (4th Edition)</i>. Gill & MacMillan. Skeggs, B. (2004). <i>Class, self, culture</i>. Routledge. Thomas, G. and Loxley, A. (2022). <i>Deconstructing Special Education Reconstructing Inclusion (3rd Edition)</i>. OUP.
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Elective modules

The offering of elective modules is subject to annual review and may vary from year to year, contingent upon student demand and the availability of academic staff. Students will be surveyed during Michaelmas Term to indicate their elective preferences; however, first-choice electives cannot always be guaranteed.

All electives are detailed below in alphabetical order.

Arts Education

Module title	Arts Education
Module code	EDPT8915
Mode of delivery	In Person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 2
Module Contact Hours	1 hour per week (1 x 10 weeks)
Module Coordinator	Prof. Erika Piazzoli
Module teaching staff and academic titles	Prof. Erika Piazzoli and Dr Susan Mc Cormick
Module description—content	Areas to be covered include: • The role and value of the arts in education; • The difference between Arts Education and Arts in Education; • Embodied learning and engagement in arts-based approaches; • The experience of art and experiential learning; • Teaching as an art; the artistry of teaching; the teacher as artist; • Creating and delivering Short Courses in Artistic Performance, as per Junior Cycle curriculum; • Developing curricular approaches using the arts as a pedagogy, in particular drama, media, dance, music, visual

	arts, media arts, visual and digital arts; • The arts in education with students with Learning and Intellectual Disabilities and diverse cultural groups; • Planning, assessing and evaluating through the arts.
Module learning aims/objectives	To foster a creative mindset among students, nourishing the belief that that any subject can be taught creatively through a range of arts-based strategies that foster agency and inclusion. To understand the connection between reflective practice and creativity in education. To develop students' ability to provide for the learning needs of all pupils through a range of strategies that are inclusive by design, specifically recognising which arts- based activities can support pupils with learning and intellectual disabilities. To develop students' ability to recognise the intercultural nature of their classrooms as an asset, and understand which arts-based activities can best support an intercultural dialogue. To re-engage students, who are experts in the field of creative thinking, with the challenges, excitement and frustration of novice learners who may feel they are not 'artistic enough' to engage in arts-based strategies, so orient students to a learner- centred perspective on the classroom where the focus is on the artistic process, not the product. To encourage students to collaborate with one another in their practices, planning an art-based activity that they can integrate in the curriculum. To prepare students for planning and teaching Short Courses in Artistic Performance, within the framework of the Junior Cycle syllabus.
Module learning outcomes (MLO)	On successful completion of the module students should be able to: • understand the importance of a creative mindset in the classroom; • actively promote creativity and imagination in the curriculum through a range of strategies that are inclusive by design; • view teaching as an art form, with learner agency and reflective practice as its core elements; • identify the factors to be considered when developing a Short Course in Artistic Performance, as a curriculum component in the new Junior Cycle; • be familiar with a range of arts in education projects that

	integrate different art forms, including drama, media, dance, music, visual and digital arts; • develop an awareness of the potential of the arts in education to foster inclusivity in the classroom, supporting the learning needs of students with learning and intellectual disabilities; • develop an awareness of the potential of the arts in education to foster inclusivity in the classroom, supporting the learning needs of students coming from diverse cultural background; • engage in critical reflective practice on their own practice as teacher-artists.
Module Assessment Components (MAC)	The assessment for this elective is a group presentation and an accompanying group assignment. Students will be allocated a group (maximum of three members). Groups are asked to make an arts based presentation which illustrates an example of the integration of the content of their elective in action in a Junior Cycle classroom in a subject of their choice (Note: students do not need to have actually conducted this in the classroom). Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation. The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides (max 6 slides per page) and a 1500 word group assignment. The presentations, which must be attended by all group members, will take place in final elective lecture of the term.
Reading List	TBC

Citizenship and Democracy

Module title	Citizenship and Democracy
Module code	EDPT8918
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 2
Module Contact Hours	1 hour per week (1 x 10 weeks)
Module Coordinator	Dr Mairéad Hurley
Module teaching staff and academic titles	Dr Mairéad Hurley and Dr Máirín Wilson.
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 well- citizen). • 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)	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 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)	The assessment for this elective is a group presentation and an accompanying group assignment. Students will be allocated a group (maximum of three members). Group Presentation: Groups are asked to make a presentation which illustrates an example of the integration of the content of Global Citizenship Education in action in a Junior Cycle, Transition Year or Leaving Certificate classroom in a subject of their choice. (Note: students do not need to have actually conducted this in the classroom.) Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation. The presentations, which must be attended by all group members, will take place in final elective lecture of the term in Teaching Week 10. Group Assignment: The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides and an artifact of learning created by the team. A range of digital media will be accepted as the artefact of

	learning, including: a 1,500-word written submission an audio or video submission of e.g., a presentation, a mini-documentary, an original production a digital multimedia gallery (created using e.g., Spatial.io) with accompanying documentation - this may be used to submit evidence in multiple forms, e.g., photo, video, and audio, etc. An original artwork or political campaign. A completed individual 500 word written reflection piece, attendance at lectures, and engagement with 'Discussion Activities' on Blackboard are requirements for this elective. A written and appropriately formatted list of suitable references are required for the group assignment, regardless of the format of submission.
Reading List	TBC

Drama in Education

Module title	Drama in Education
Module code	EDPT8916
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 2
Module Contact Hours	1 hour per week (1 x 10 weeks)
Module Coordinator	Dr Erika Piazzoli
Module teaching staff and academic titles	Dr Erika Piazzoli and guest lecturers
Module description—content	Areas to be covered include: • The role and value of Drama in Education; • Warming up and improvisation; • Process Drama; • Drama conventions such as role-play, teacher in role, hot seating, still image, conscience alley, role on the wall; • Drama in the multicultural classroom; • Drama with students from refugee backgrounds; • Drama with students with General and Specific Learning Disabilities; • Planning for drama; • Assessing and evaluating drama
Module learning aims/objectives	Specifically, the elective aims to: • Introduce students to the role of drama in the second-level school classroom as a structured learning experience and also as an art form; • Equip students with the appropriate skills and confidence necessary to use drama in the teaching of a variety of subjects;

	• Provide students with practical experiences of using the art form collaboratively to enrich and extend the study of other subjects; • Provide students with opportunities to plan and evaluate learning episodes for students arising from meaningful engagement with the art form in applied settings; • Enable students to engage in reflective practice about the teaching of drama at secondary school level.
Module learning outcomes (MLO)	On successful completion of the module students should be able to: • Enact drama as a cross curricular pedagogy, through participation in and experience of practical drama-based workshops; • Create, plan for, and deliver effective episodes using drama for their own teaching needs; • Apply innovative practice in the area of arts in education and display leadership in future school planning in arts in education; • Identify and synthesise the skills and competencies to engage in a wide range of dramatic activity in interdisciplinary contexts; • Critically reflect on the value of using drama as a cross curricular pedagogy as well as a subject in its own right.
Module Assessment Components (MAC) and their weighting	The assessment for this elective is a group presentation and an accompanying individual assignment. Students will be allocated a group (maximum of six members). <i>Group Presentation:</i> Groups are asked to create a presentation which illustrates, through drama practice, an example of the integration of Drama in Education in a Junior Cycle classroom in a subject of their choice. Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation. The presentations, which must be attended by all group members, will take place in final elective lecture of the

	term. <i>Individual Assignment</i> An individual assignment (1,500 words) featuring a reflection based on the group presentation, including: • A brief description of the drama practice facilitated in the group presentation; • A rationale for the value of Drama in Education, in the context of the specific junior cycle subject chosen in the group presentation; • A reflection on whether and how the presentation created engagement with learning; • How the drama practice facilitated in the presentation could be further developed and integrated in the student's educational context; • Potential barriers of integration, and how these may be overcome, in the student's educational context; References (not included in the word count), using APA 7 referencing style
Reading Lists	Anderson, M. (2011). <i>Masterclass in Drama: Transforming Teaching and Learning</i>. Continuum. Anderson, M., & Dunn, J. (Eds.). (2015). <i>How Drama Activates Learning</i>. Bloomsbury Academic. Boal, A. (1992). <i>Games for Actors and Non-Actors</i>. Routledge. Baldwin, P., & John, R. (2012). <i>Inspiring Writing Through Drama: Creative Approaches to Teaching Ages 7-16</i>. Continuum. Baldwin, P., & Galazka, A. (2021). <i>Process Drama for Second Language Teaching and Learning: A Toolkit for Developing Language and Life Skills</i>. Bloomsbury Publishing. Bowell, P., & Heap, B. (2017). <i>Putting Process Drama into Action: The Dynamics of Practice</i>. David Fulton. Fleming, M. (2017). <i>Starting Drama Teaching</i>. 4th edition. Routledge. Fleming, M. (2018). <i>The Art of Drama Teaching</i>. 2nd edition. David Fulton Publishers. Lewis, M., & Rainer, J. (2012). <i>Teaching Classroom Drama and Theatre: Practical Projects for Secondary School</i>. Routledge. Maley, A. (2005). <i>Drama Techniques: A Resource Book of Communication Activities for Language Teachers</i>. Cambridge

	University Press. McAvoy, M., & O'Connor, P. (Eds.) (2022). <i>The Routledge Companion to Drama in Education</i>. Taylor & Francis. Neelands, J., & Goode, T. (2001). <i>Structuring Drama Work. A handbook of available forms in theatre and drama</i>. 2nd edition. Cambridge University Press. Nicholson, H., & Kempe, A. (2001). <i>Learning to Teach Drama 11-18</i>. Continuum. Piazzoli, E. (2018). <i>Embodying Language in Action: The Artistry of Process Drama in Second Language Education</i>. Palgrave Macmillan. Riley, J. (2021). <i>Teaching Drama With, Without and About Gender: Resources, Ideas and Lesson Plans for Students 11–18</i>. Routledge. Winston, J. (Ed.) (2012). <i>Second Language Learning through Drama: Practical techniques and applications</i>. Routledge.
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Global Citizenship Education

Module title	Global Citizenship Education
Module code	EDPT8913
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 2
Module Contact Hours	1 hour per week (1 x 10 weeks)
Module Coordinator	Dr Susan Pike
Module teaching staff and academic titles	Dr Susan Pike
Module description— content	Areas to be covered include: • Learning to read the world': what is Global Citizenship Education (GCE) • Brief historical framing and rationale • The relevance for teachers and teaching of issues such as global injustice, inequality, and climate/environmental destruction • Current policy and practice. Irish stakeholders including Irish Aid, DES, Teaching Council, NCCA, Ubuntu, International Development NGOs... • Introduction to International Development, its evolution and Ireland's involvement • Theories of Development • Development institutions/ actors • Structuring a learning framework for GCE within NCCA curriculum specifications • Critical analysis of the Sustainable Development Goals (SDGs) • Application of SDGs to curriculum subjects e.g. Food Systems, Climate and Environment, Gender Inequality... • GCE as an educational process: critical pedagogy and practice • Engaging the student, methodologies that enable an experiential learning environment • Rationale for group work • Going beyond the charity model, Action for change. • Role of the teacher • Critical skills and digital media literacy • Verifying sources of information

	• Global digital citizenship • Identifying and selecting a bank of resources relevant to curriculum subject, including voices from the Global South • Critical visual literacy skills: reading imagery. Ethical concerns when exploring imagery in a classroom context • Collaborative Mind mapping • Further applying of GCE themes to student teachers' individual subject specific lessons. • Group assignments: structuring collaborative GCE scheme of work.
Module learning aims/objectives	The module will equip the student teachers with essential strategies and creative and imaginative methodological approaches that will enable them to introduce these themes into their curriculum subjects while constructively meeting the specific need of the subject area.
Module learning outcomes (MLO)	• On successful completion of the module students should be able to: • identify and apply theories and concepts relating to GCE themes to critically assess issues of social justice, inequality and sustainable development; • identify visual references for imaginative and creative interpretation of GCE themes, research relevant support studies to underpin these themes and facilitate the learner to engage in critical analysis of issue-based images; • design a safe, welcoming and challenging learning environment inside and outside the classroom which is inclusive by design; • review Department of Education, Teaching Council and other relevant policies on integrating Global Citizenship Education into the post primary curriculum as well as other sources of support such as NGOs, government bodies and GCE organisations; • identify opportunities where an action component can be introduced to encourage and endorse activism, a key component of GCE; • create a scheme of work containing three lessons that presents a focused and engaged exploration of a GCE theme specific to their subject area; • evaluate the concept of the school as a 'learning community' and reflect on how GCE themes may be integrated across the school and subjects.
Module Assessment Components (MAC)	The assessment for this elective is a group presentation and an accompanying group assignment. Students will be allocated a group (maximum of three members). Group Presentation:

	Groups are asked to make a presentation which illustrates an example of the integration of the content of Global Citizenship Education in action in a Junior Cycle, Transition Year or Leaving Certificate classroom in a subject of their choice. (Note: students do not need to have actually conducted this in the classroom.) Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation. The presentations, which must be attended by all group members, will take place in final elective lecture of the term in Teaching Week 10. Group Assignment: The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides (max 6 slides per page) and a 1500-word group assignment. A completed Reflection piece, attendance at lectures, and engagement with 'Discussion Activities' on Blackboard are requirements for this elective.
Reading List	TBC

History of Education

Module title	History of Education
Module code	EDPT8917
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 2
Module Contact Hours	Lectures over one semester: 1 hour x 10 weeks
Module Coordinator	Dr David Limond
Module teaching staff and academic titles	Dr David Limond
Module description—content	• Educational practices in western Europe in the classical Greek period and the cultural context of those practices • Educational practices in western Europe in the Roman Republican and Imperial periods and the cultural context of those practices • Educational practices in western Europe in the Medieval period and the cultural context of those practices • Educational practices in western Europe in the Renaissance period and the cultural context of those practices • Educational practices in western Europe in the Reformation period and the cultural context of those practices • Educational practices in western Europe in the Counter-Reformation period and the cultural context of those practices • Educational practices in western Europe in the Enlightenment period and the cultural context of those practices • Educational practices in western Europe in the Romantic period and the cultural context of those practices • Educational practices in western Europe in the mid-C19 to mid-C20 period and the cultural context of those practices • Introduction to historiography: traditions of interpretation applied to the history of education in western Europe
Module learning aims/objectives	The module aims to: • equip students with a suitable knowledge of facts and issues in history of education in western Europe, especially the inclusion of increasingly many people in the ambit of formal education over time;

	• prepare students to conduct research, whether purely historical or simply informed by history; • leave the students better able to contribute to the future of education of Ireland by being well-informed as to its development in its European context; • provide research-informed insights to support students' understanding of the practices of teaching, learning and assessment for all contemporary pupils by explaining the origins of various teaching and assessment practices; • 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)	Students will come to know about: educational practices in western Europe in the classical Greek period and the cultural context of those practices; educational practices in western Europe in the Roman Republican and Imperial periods and the cultural context of those practices; educational practices in western Europe in the Medieval period and the cultural context of those practices; educational practices in western Europe in the Renaissance period and the cultural context of those practices; educational practices in western Europe in the Reformation period and the cultural context of those practices; educational practices in western Europe in the Counter-Reformation period and the cultural context of those practices; educational practices in western Europe in the Enlightenment period and the cultural context of those practices; educational practices in western Europe in the Romantic period and the cultural context of those practices; educational practices in western Europe in the mid-C19 to mid-C20 period and the cultural context of those practices and historiography (traditions of interpretation applied to the history of education in western Europe).
Module Assessment Components (MAC) and their weighting	Summative assessment: Annual two-hour examination. Criteria for success in the examination are those customarily found in higher education: clarity of thought, accuracy of factual recall, elegance of prose, quantity and quality of detail, originality.
Reading List	Gender/Feminist History of Western Europe: Anderson, B S and Zinsser, J P A <i>History of Their Own: Women in Europe from Pre-History to the Present</i> (Harmondsworth: Penguin Books, 1988 [2 vols]). Hufton, O <i>The Prospect Before Her: A History of Women in Western Europe</i> (London: Collins/Fontana, 1995/1997 [2 vols]). McDermid, J <i>The Schooling of Girls in Britain and Ireland, 1800-1900</i>

	(London: Routledge, 2012). General History of Western Education: Bantock, G H <i>Studies in the History of Educational Theory</i> (London: George Allen & Unwin, 1987 [2 vols]). Bowen, J A <i>History of Western Education</i> (London: Methuen, 1981 [3 vols]). Boyd, W and King, E J <i>The History of Western Education</i> (London: Bloomsbury/A & C Black, 1921/1995). Lawton, D and Gordon, P <i>History of Western Educational Ideas</i> (London: Woburn, 2002). General Philosophy/History of Ideas: Hamlyn, D W <i>Penguin History of Western Philosophy</i> (Harmondsworth: Penguin Books, 1987). General Socio-Political History: Davies, N <i>Europe: A History</i> (London: Macmillan/Papermac, 2001). History of Literate Culture: Ong, W <i>Orality and Literacy</i> (London: Routledge, 1982/2002) Methods in/Historiography of/Application of HoE: Aldrich, R <i>Lessons from History of Education</i> (Abingdon: Routledge, 2008). Cunliffe-Lagemann, E 'Does History Matter in Educational Research?' <i>Harvard Educational Review</i> 75/1, 2005. Kristjanson, K 'Education and Society: A Plea for a Historicized Approach' <i>Journal of Philosophy of Education</i> 33/2, 2004. Popkewitz, T S [ed] <i>Re-Thinking the History of Education</i> (New York, NY: Palgrave, 2013). Tosh, J <i>Pursuit of History: Aims, Methods and New Directions in the Study of Modern History</i> (Harlow: Longman, 1997). Reference (Educational, Historical, Philosophical): Chamblis, J J [ed] <i>Philosophy of Education: An Encyclopedia</i> (New York, NY: Garland, 1999). McCulloch, G and Crook, D [eds] <i>Routledge International Encyclopedia of Education</i> (Abingdon: Routledge, 2008). Peterson, P et al [eds] <i>International Encyclopedia of Education</i> (Thousand Oaks, CA: Sage, 2009 [8 vols]). Provenzo, E F [ed] <i>Encyclopedia of the Social and Cultural Foundations of Education</i> (Thousand Oaks, CA: Sage, 2009 [3 vols]). Woolf, D R [ed] <i>A Global Encyclopedia of Historical Writing</i> (New York, NY: Garland, 1999 [2 vols]). Source Works for HoE: Provenzo, E [ed] <i>Foundations of Educational Thought</i> (London: Sage, 2008 [4 vols]). Ancient: Classical Greek Burckhardt, J <i>The Greeks and Greek Civilisation</i> (London: HarperCollins, 1872/1998). Bury, J B A <i>History of Greece</i> (London: Macmillan, 1900/2010).
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	Laes, C [ed] <i>A Cultural History of Education in Antiquity</i> (London: Bloomsbury Academic, 2020). Ancient: Hellenistic (Late) Greek/Early Roman Morgan, T <i>Literate Education in the Hellenistic and Roman Worlds</i> (Cambridge: Cambridge University Press, 1998). Ancient: Roman (Pagan: Republican/Early Imperial and Christian/Later Imperial Periods): Bloomer, M W <i>The School of Rome: Latin Studies and the Origin of Liberal Education</i> (Berkeley, CA: University of California Press, 2009/2013). Dickey, E <i>Learning Latin the Ancient Way: Latin Textbooks from the Ancient World</i> (Cambridge: Cambridge University Press, 2016). Gibbon, E <i>The History of the Decline and Fall of the Roman Empire: Abridged Version</i> (Harmondsworth: Penguin Books, 1776-1788/2005). Leonhardt, J <i>Latin: Story of a World Language</i> (Cambridge, MA: Harvard University Press, 2013). Medieval: Orme, N <i>Medieval Schools</i> (New Haven, CT: Yale University Press, 2006). Moran-Cruz, J H A [ed] <i>A Cultural History of Education in the Medieval Age</i> (London: Bloomsbury Academic, 2020). Rashdall, H <i>The Universities of Europe in the Middle Ages</i> (Oxford: Oxford University Press, 1936/1986 [3 vols]). Renaissance/Early Modern: Dekker, J J H [ed] <i>A Cultural History of Education in the Renaissance</i> (London: Bloomsbury Academic, 2020). Feros Ruys, J [ed] <i>The Classics in the Medieval and Renaissance Classroom</i> (Turnhout: Brepols, 2013). Pollnitz, A <i>Princely Education in Early Modern Britain</i> (Cambridge: Cambridge University Press, 2015). Reformation/Counter-Reformation: Einstein, E <i>The Printing Press as an Agent of Change: Communications and Cultural Transformations in Early Modern Europe</i> (Cambridge: Cambridge University Press, 1979 [2 vols]). Ozment, S <i>Flesh and Spirit</i> (London: HarperCollins/Fontana, 2001). Wedgewood, C V <i>The Thirty Years War</i> (London: Folio Society, 1938/2010). Enlightenment/Romanticism/Nineteenth Century: Schmidt, J [ed] <i>What is Enlightenment? Eighteenth-Century Answers to Twentieth-Century Questions</i> (Berkeley, CA: University of California Press, 1996). Thompson, N and Williams, C [eds] <i>Robert Owen and His Legacy</i> (Cardiff: University of Wales Press, 2011). Tröhler, D [ed] <i>A Cultural History of Education in the Age of Enlightenment</i> (London: Bloomsbury Academic, 2020). c1900-1945/Progressivism:
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	Arce Hai, A, May, H, Dombkowski Nawrotzki, K, Prochner, L and Vlakanova, Yordanka [eds] <i>Reimagining Teaching in Early Twentieth-Century Experimental Schools</i> (London: Palgrave Macmillan, 2020). Darling, J <i>Child Centred Education and its Critics</i> (London: Paul Chapman, 1994). Ecclestone, K and Hayes, D <i>The Dangerous Rise of Therapeutic Education</i> (Abingdon: Routledge, 2009). Ellis, H [ed] <i>A Cultural History of Education in the Age of Empire</i> (London: Bloomsbury Academic, 2020). Howlett, J <i>Progressive Education: A Critical Introduction</i> (London: Bloomsbury, 2013). Peal, R <i>Progressively Worse</i> (London: Civitas, 2014). Postman, N <i>Amusing Ourselves to Death</i> (Harmondsworth: Penguin Books, 1985). Skidelsky, Robert <i>English Progressive Schools</i> (London: Penguin Books, 1969). History of Education Journals: the principal HoE journal titles include the following: <i>History of Education</i>; <i>History of Education Quarterly</i>; <i>History of Education Researcher</i>; <i>History of Education Review</i>; <i>Paedagogica Historica</i>. Bibliographical Finding Aids: https://www.hes-exelibris.org.uk/ (New keyword-searchable index of published material in the field from 1939. Many of the articles listed will be available through the library catalogue.) Notes on list: This list is only indicative; it does not aim to be anything other than that. Numerous other items are available, in print and on-line, and versions of many classic texts in and related to the history of education can be obtained via Project Gutenberg (www.gutenberg.org). The journals mentioned above are all available on-line via the library and the books are physically available there, and/or to buy (some books listed here may also digitised and available online).
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Irish Traditional Music

Module title	Irish Traditional Music
Module code	EDPT8912
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 2
Module Contact Hours	1 hour per week (1 x 10 weeks)
Module Coordinator	Dr Robert Harvey
Module teaching staff and academic titles	Dr Robert Harvey
Module description—content	This module considers contemporary discussion in ethnomusicology around enculturation and its role in the transmission of Irish music, and methodologies for the promotion of authenticity and inclusivity through life-long peripheral participatory practice. The dual roles of orality and literacy in traditional music learning are considered, and students are introduced to a range of alternate mnemonic visual aids used to facilitate aural learning including those by O’Keefe, Mulkere and Cooney. Consideration of the online teaching of Irish music is also incorporated to consider the ways in which teachers and students adapted to digital learning during the COVID-19 pandemic, developing a pre-existing global online community of players, and drawing upon the digital learning and archival resources available to teachers and students through organisations such as Comhaltas, ITMA. Students will develop an understanding of core aspects of Irish Traditional Music relevant to the second level curriculum and be able to practically apply this knowledge to formal classroom and informal extra-curricular contexts.
Module learning aims/objectives	The elective aims to introduce students to the following topics: • The Instrumental Tradition • The Dance Tune Tradition • The Sean Nós Singing Tradition • The Uilleann Pipe Tradition

	• The Harping Tradition • Major Collectors of Irish Music • Regional Styles • Notable Exponents of Traditional Music • The Development of Irish Traditional Music over the Past Century • Teaching methodologies specific to Irish music Semi-formal and informal learning.
Module learning outcomes (MLO) <i>please note the Programme Learning Outcome(s) (PLO) to which each MLO corresponds (for PLO, see end of this document)</i>	On successful completion of the module students should be able to: • interpret and describe Tune Types, Instruments, Regional Styles, Collectors, exponents and aspects of the singing tradition from aural examples as required in the Junior and Leaving Cycle Syllabus; • perform a number of exemplary tunes from each of the aforementioned categories on the tin whistle, enabling students through experiential learning and practical engagement to transfer relevant knowledge and skills in the classroom and through reflection, develop the student's knowledge of how music is learnt in order to inform and begin to critically assess their own teaching practices; • explore the music classroom as a site for developing literacy and aural skills through inclusive legitimate peripheral participation, synthesizing personal and peer experiences of music learning to generate an evidence-based understanding of the nature and processes of music learning; • illustrate practical methodologies for assessing their own students' work in the • various aspects of Irish music relevant to the curriculum by devising and implementing class plans for the post primary music classroom that are appropriate to the range of pupils in their class, coherent with the syllabus and make use of a range of appropriate teaching and learning methods; • explore current best practice and relevant theory in traditional Irish music teaching • learning in order to explore alternate music teaching styles and methods and critically assess their strengths and weaknesses within the context of the student's practice as teachers;

	• actively engage in classroom interaction with applied thinking about Irish Traditional • Music informed by current theory in ways that allow for seamless integration into each student's teaching practice; • 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	Students are required to complete one assignment in line with elective requirements. Prepare a detailed teaching resource pack based around a topic of interest in Irish traditional Music. Performance should be used as one of the central teaching and learning methods. The pack should contain a brief introduction to include rationale and teacher guidelines on how to use the resource pack) an outline scheme of work, lesson plans, strategies for evaluation and appended resource materials to support and extent students learning in this area.
Reading List	Bunting, E. (1840). <i>The Ancient Music of Ireland</i>. Hodges and Smith. Carson, C. (1986). <i>Pocket Guide to Irish Traditional Music</i>. Appletree. Carolan, N. (1997). <i>A Harvest Saved: Francis O'Neill and Irish Music in Chicago</i>. Ossian. Cawley, J. (2021). <i>Becoming an Irish Traditional Musician. Learning and Embodying Musical Culture</i>. Routledge. Cooper, D. (2005). <i>The Petrie Collection of the Ancient Music of Ireland</i>. Cork University Press. Conaghan, D. (2022). Instrumental music education in Ireland: how subsidiarity and choice can perpetuate structural inequalities. <i>Irish Educational Studies</i>, DOI: 10.1080/03323315.2022.2093255 Dowling, M. (2007). 'Rambling in the Field of Modern Identity: Some Speculations on Irish Traditional Music'. <i>Radharc: The Journal of Irish and Irish-American Studies</i> 5(7), pp. 107-134. Fleischman, A. with Ó Suilleabhain, M. and McGettrick, P. (Ed.) (1998). <i>Sources of Irish Traditional Music</i>. Garland. Grattan F. and William H. (1905). <i>A History of Irish Music, Library Ireland</i>. http://www.libraryireland.com/irishMusic/IV.php

	Henebry, R. (1928). <i>A Handbook of Irish Music</i>. Cork University Press. Henebry, R. (1903). <i>Irish Music: Being an Examination of the Matter of Scales, Modes and Keys with practical Instructions and Examples for Players</i>. An Cló-Chumann. Keegan, N. (2006). <i>Language and Power in Traditional Irish Music</i>. (O Riada Memorial Lecture 16) Traditional Irish Music Archive and Irish Traditional Music Society, UCC. Keegan, N. (2010). 'The Parameters of Style in Irish Traditional Music'. <i>Inbhear</i> 1(1), University of Limerick. MacAoidh, C. (1994). <i>Between the Jigs and The Reels</i>. Drumlin. MacAoidh, C. (2006). <i>The Scribe: The Life and Works of James O'Neill</i>. Drumlin. McCoy, S., Quail, A., and Smyth, E. (2014). "The Effects of School Social Mix: Unpacking the Differences." <i>Irish Educational Studie</i>, 33(3), pp. 307–330. Moloney, C. (2000). <i>The Irish Music Manuscripts of Edward Bunting (1773-1843): An Introduction and Catalogue</i>. Irish Traditional Music Archive. Moore, G. (2014). "Mind the Gap: Privileging Epistemic Access to Knowledge in the Transition from Leaving Certificate Music to Higher Education." <i>Irish Educational Studies</i>, 33(3), pp. 249–268. Moore, G. (2021). "Fish Out of Water? Musical Backgrounds, Cultural Capital, and Social Class in Higher Music Education." In Geir Johansen, Ruth Wright, Panagiotis A. Kanellopoulos, and Patrick Schmidt (Eds.), <i>The Routledge Handbook to Sociology of Music Education</i>. Routledge. Motherway, S. H. (2013). <i>The Globalisation of Irish Traditional Song Performance</i>. Routledge. Ó Canainn, T. (2003) <i>Seán Ó Riada: His Life and Work</i>. Collins. Ó hAllmhuiráin, G. (1998). <i>A Pocket History of Irish Traditional Music</i>. O'Brien. Neill, F. (1913). <i>Irish Minstrels and Musicians</i>. Regan Printing House. Ó Riada, S. (1982). <i>Our Musical Heritage</i>. Dolmen. Ó Súilleabháin, M. (1981). 'Irish Music Defined'. <i>The Crane Bag</i>, 5(2), pp. 83-87. Parfitt, R. (2019). <i>Musical Culture and the Spirit of Irish Nationalism 1848-1972</i>. Routledge. Smyth, E. (2016). "Arts and Cultural Participation among Children and Young People." ESRI. Smyth, G. (2019). <i>Music and Irish Identity. Celtic Tiger Blues</i>. Routledge.
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	Sullivan, D. (2001). <i>Carolan: The Life, Times and Music of an Irish Harper</i> Cork: Ossian. Sullivan, D. (1969). <i>Irish Folk Music, Song and Dance</i>. Cork. Sullivan, D. (1949). 'Some Aspects of Irish Music and Poetry'. <i>Journal of the Royal Society of Antiquaries of Ireland</i> 79(1), pp. 91-99. Patterson, A.W. (1920). 'The Folk Music of Ireland: Its Past, Present and Future Aspects' in <i>The Musical Quarterly</i> 6(3), July, pp. 455-467. Patterson, A.W. (1910). 'The Harp and Irish Music'. <i>Journal of the Ivernian Society</i> 3(9), October-December, pp. 35-43. Rimmer, J. (1969). <i>The Irish Harp</i>. Mercier. Vallely, F. (Ed.) (2011). <i>The Companion To Traditional Irish Music</i>. Cork University Press. Vallely, F. (2008). <i>Tuned Out – Traditional Music and Identity in Northern Ireland</i>. Cork University Press. White, H. (2005). <i>The Progress of Music in Ireland</i>. Four Courts. White, H., & Boydell, B. (2013). <i>Encyclopaedia of Music in Ireland</i>. University College Dublin Press.
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Social, Personal and Health Education and Well-being

Module title	Social, Personal and Health Education and Well-being
Module code	EDPT8919
Mode of delivery	in person
Module ECTS Weighting	5 ECTS
Semester of delivery	Semester 2
Module Contact Hours	1 hour per week (1 x 10 weeks)
Module Coordinator	Dr Aoife Lynam
Module teaching staff and academic titles	Dr Aoife Lynam
Module description—content	This module equips student teachers to effectively teach Social, Personal, and Health Education (SPHE) and Well-being subjects. It explores various aspects of teaching and learning, fostering an understanding of SPHE significant for the well-being, learning, and agency of young students. Core principles such as inclusivity, participation, self-esteem, democratic practices, equality, intercultural education, human rights, citizenship, critical reflection, and dialogue guide the selection of both the process and content within this module. SPHE explores vital concepts like development, diversity, migration, globalisation, and sustainability through interactive lectures. Student teachers are empowered to employ diverse pedagogical approaches to foster the acquisition of essential life skills, including critical thinking and creative problem-solving. The module draws inspiration from curricula and educational programmes and policy in the field, both national and international. The SPHE and Well-being content for post- primary SPHE includes an exploration of the structure and objectives of the curricula, focusing on aspects such as inclusivity and self-esteem, the development of students' skills (e.g., emotional management, decision-making, self-confidence, self- awareness), nurturing healthy relationships (within families and friendships), effective communication, conflict resolution, establishing ground rules and

	classroom contracts, child protection, addressing issues like bullying and personal safety (covering fire, road, water, and online safety), relationships and sexuality education, addressing LGBTQIA+ topics in post-primary education, media literacy, health and well-being (e.g., body care and nutrition), substance misuse and education, teaching methodologies specific to SPHE, integration, planning, and assessment strategies, as well as resource exploration and evaluation. Throughout the course, students will critically engage with a variety of resources and textbooks, engaging in debates regarding what constitutes crucial "knowledge" for students' understanding of their environment. Students will actively participate in the collaborative design of inquiry based SPHE lessons, exploring the curriculum while critically assessing a wide range of resources related to SPHE and Well-being education. Collaborative activities aimed at nurturing critical thinking skills among students will be introduced. Furthermore, pedagogic content knowledge will be cultivated through the demonstration and discussion of exemplary activities. Each seminar will exemplify and explore various issues and opportunities for creative, inquiry-led planning in post- primary classrooms. The use of ICT and digital resources suitable for teaching SPHE and Well-being will complement the course content. 10-week plan: Week 1: Introducing SPHE and Well-being • Defining SPHE and Well-being and identify key concepts and goals. • Exploring policy and research relating to SPHE and Well-being • Explore the role of SPHE and Well-being in post-primary student development. • Teacher Self-Care and boundaries. • Assignment Overview. Week 2: SPHE and Well-being Curriculum in Ireland and Global Perspectives
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	• Well-being frameworks and approaches in Junior and Senior Cycle • International models and best practices • National policies and frameworks • Cross-cultural approaches to SPHE and Well-being Week 3: SPHE and Well-being in Post-Primary Schools • Current perspectives on SPHE and Well-being in Ireland. • Addressing stress and anxiety in students • Designing whole-school approaches for SPHE and Well-being • Advocate for young people's rights as stipulated in the United Nations Convention on the Rights of the Child (UNCRC) and uphold their entitlement to voice, agency, equity, participation, and diversity within the context of SPHE and Well-being Week 4: Applying SPHE and Well-being in the Classroom • Research-based practices in SPHE and Well-being education • Integrating well-being into academic subjects • Strategies for promoting emotional well-being and developing coping skills • Strength-based approaches in SPHE and Well-being Week 5: SPHE Curriculum at Junior Cycle • Exploring the Junior Cycle Curriculum • Lesson planning • Understanding of the core principles of SPHE such as inclusivity, participation, self-esteem, democratic practices, equality, and intercultural education. Week 6: SPHE Curriculum at Senior Cycle • Exploring the Senior Cycle Curriculum • Lesson planning • Understanding of the core principles of SPHE such as human rights, citizenship, critical reflection, and dialogue guide the selection of both the process and content within
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	this module. Week 7: Self-Care and Addressing Sensitive Topics • Addressing sensitive topics in SPHE (Relationships and sexuality) • The importance of teacher self-care and recognising and managing teacher stress and burnout • Strategies for self-care and developing a personal self-care plan. Week 8: Addressing Sensitive Topics • Addressing sensitive topics in SPHE (bereavement, separation, and Divorce) • Critical Incident policy Week 9: Strategies for Supporting Student Well-being and Lesson Planning • Exploring and evaluating Well-being programmes • Lesson planning • Guest Speaker (practicing post-primary SPHE teacher) Week 10: Empowering Future Educators: Reflecting on SPHE and Well-being • Revision of 10-week session. Review of self-care approaches. • Engage students in a discussion about how they plan to apply what they have learned in their future teaching careers. • Encourage students to share their ideas for implementing SPHE and Wellbeing in various educational settings. • Case Studies
Module learning aims/objectives	The aim of this SPHE and Well-being module is to provide student teachers with a comprehensive understanding of the principles, concepts, and practices related to Social, Personal, and Health Educa[on (SPHE) and Well-being policy. This includes a deep appreciation of the subjects' significance in the holistic development of young individuals. The module will equip student teachers with a diverse range of pedagogical approaches and

	teaching strategies that are tailored to the unique needs of SPHE and Well-being education. This module will prepare student teachers to guide students' development by nurturing their emotional, social, and physical well-being. This includes helping students acquire essential life skills and resilience to navigate the complexities of the modern world. This will enable student teachers to effectively address and engage with contemporary challenges, such as mental health, diversity, equality, and personal safety, within the context of SPHE and Well-being education whilst promoting inclusivity and critical thinking.
Module learning outcomes (MLO)	On successful completion of the module students will be enabled to: Have a comprehensive understanding of the principles, concepts, and practices related to Social, Personal, and Health Education (SPHE) and Well-being Policy, including their significance in the holistic development of post-primary students. To recognise and appreciate the distinctive characteristics of SPHE (Céim1: Inclusive Education; Céim Global Citizenship Education). Advocate for students' rights as stipulated in the United Nations Convention on the Rights of the Child (UNCRC) and uphold their entitlement to voice, agency, equity, participation, and diversity within the context of SPHE and Well-being (Céim1: Inclusive Education; Céim 2: Global Citizenship Educa[on]). To have a comprehensive understanding of the core principles of SPHE such as inclusivity, participation, self-esteem, democratic practices, equality, intercultural education, human rights, citizenship, critical reflection, and dialogue guide the selection of both the process and content within this module. Embrace transformative and experiential teaching methods to empower students and enhance their ability to apply knowledge, skills, and concepts in real-life situations, addressing areas such as personal safety, emotional regulation, and conflict resolution (Céim 4: Professional Identity and Agency; Céim 5: Creativity and Reflective Practice; Céim 3: Professional Relationships and Parental Collaboration). Understand the importance of boundaries and self-care and implement appropriate self-care strategies to look after their own mental health as teachers. Develop well-planned lessons that demonstrate a deep understanding of the fundamental principles, key concepts, relevant content, and skill development associated with SPHE (Céim1: Inclusive Education, Céim 2: Global Citizenship Education).

	Critically assess a range of literature related to SPHE and apply key concepts and ideas through effective written communication (Céim 4: Professional Identity and Agency; Céim 5: Creativity and Reflective Practice). Select appropriate pedagogical approaches and utilise effective, high-quality resources for the effective teaching of SPHE post- primary school seangs (Céim1: Inclusive Educa[on, Céim 2: Global Citizenship Education)
Module Assessment Components (MAC) and their weighting	Assignment (100%) Individual Written Assignment (50%) and Lesson Plan for a Sensitive Subject (50%): Discuss and analyse the role of SPHE and Well-being in enhancing post-primary student well-being and academic success and create a lesson plan for a sensitive curricular subject including technology and concrete resources
Reading List	TBC

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 not 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 Standard Text

Regulations and guidelines for students in relation to exams are set out in the College Calendar (www.tcd.ie/calendar/).

The following regulations regarding what a student should do in the event of illness or other circumstances which could prevent them completing their examinations are taken from the College Calendar, Part III, Section 3.5. Please note in particular that if you fall ill **during** an examination, you must notify the chief invigilator in the examination venue.

3.5 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 from the 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 October/November of each year a number of students will be selected to be seen on Advanced 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 not 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.

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.

Student Feedback and Evaluation

Statement on College requirements for evaluation and feedback, as well as an outline of additional feedback practices at a local level.

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](#)

