

## Programme Overview

The Bachelor of Education (B.Ed.) four year honours degree programme is firmly rooted in Mary Immaculate College's tradition of teacher education. As teacher educators, we seek to foster a spirit of justice and compassion in the service of others and the creation of a democratic setting wherein all have the freedom and opportunity to achieve their full potential. Along with ensuring that our graduates are academically and professionally competent, MIC seeks to imbue them with ethical, moral, social, political, religious and spiritual awareness. In line with the Teaching Council's (2011, p. 6) request for "a fresh and thorough look at teacher education", we have radically revised the content and structure of our BEd programme. The revised and extended programme was introduced in 2012 and is structured around the themes of *Learner, Teacher, Researcher and Leader*. Mary Immaculate College is cognisant of our responsibility to educate teachers who share a professional belief in and moral commitment to working towards excellence, equity, diversity and social justice within their schools and communities. The graduates of the B.Ed. are creative, innovative, critical thinkers who are well positioned to contribute to the growth and development of school communities. The B.Ed. programme aims to foster in students a commitment to lifelong intellectual, personal and professional growth and encourages an appreciation of learning through the sustained analysis and re-analysis of knowledge, beliefs, values and practices. The B.Ed. is fully accredited by the Teaching Council of Ireland.

The BEd programme is grounded in the following core principles:

- the recognition that the child is at the centre of our vision
- the acknowledgement that knowledge is a fundamental component of teacher education
- the recognition of, and respect for, the dignity of the individual
- the exploration and development of teacher identity
- the development of critical reflection and reflective practice
- the appreciation and exploration of the role and contribution of the teacher to society, locally, nationally and globally
- the recognition, appreciation and accommodation of the impact of a diverse and constantly changing society and of diverse social and educational needs on teaching
- the recognition of the pivotal contribution of educational research to teacher formation
- the understanding of leadership as an intrinsic component of teacher education

These principles serve to inform our vision of education within the BEd programme but also within the broader framework of lifelong learning. This complementarity brings depth and uniqueness to our programme.

## Academic Programme Overview

This innovative four-year BEd programme is built on the premise of a democratic model of initial teacher education (ITE) and enables students to examine their role as learner, teacher, researcher and leader. Blending subject-specific pedagogies with modules which interrogate contemporary issues in education, in a context of campus-based and school-based learning opportunities, students are enabled to achieve deep insights into teaching and learning from the initial year of the programme.

### Core Programme

Over the course of the programme, students take 55 modules. 47 modules are pre-defined and are taken by all students. These 47 modules form the **Core Programme**. As the programme is designed to facilitate student choice in pursuing areas of personal interest, each student selects the remaining 8 modules from a broad suite of modules, 3 of which must be Liberal Arts modules. The final 5 modules chosen by the student determine whether the student graduates with a **Multidisciplinary Bachelor of Education** or a **Bachelor of Education with a Specialism**. These two pathways are of equal merit and are described below.

### Multidisciplinary Bachelor of Education

Students may select to follow a **Multidisciplinary B.Ed.** which means that they select any 8 modules from across the range of modules on offer. Students may take modules from either Education or Liberal Arts. These 8 modules may comprise 8 taught modules or a combination of 6 taught modules and 2 dissertation modules. This allows students to develop their personal interests and talents and to customise their own individual degree paths. These students gain expertise across a *range of areas* of relevance to primary education.

or

### Bachelor of Education with a Specialism

Students may pursue a **Specialism** in either **Liberal Arts** or **Education**. This means that students select 8 modules, of which 5 modules are in a given subject/area. These 5 modules may comprise 5 taught modules or a combination of 3 taught modules and 2 dissertation modules. This allows students to develop their personal interests and talents and to customise their own individual degree paths. These students gain expertise in a *specific area* of relevance to primary education.

## Léargas ar an gClár Acadúil

Tá an clár nuálach B0id ceithre bliana seo bunaithe ar eisleadáir dhaonlathach d'oiliúint tosaigh múinteoirí agus cuireann sé ar chumas na mac léinn a ról mar fhoghlaimoír, mar mhúinteoir, mar thaighdeoir agus mar cheannaire a chíoradh agus a scrúdú. Ag meascadh oideolaíochtaí atá sainiúil don ábhar le modúil a phléann le ceisteanna oideachais an lae i gcomhthéacs deiseanna foghlama atá campas-bhunaithe agus scoil-bhunaithe araon, cuirtear ar chumas na mac léinn léargais dhoimhne a fháil ar theagasc agus ar fhoghlaim ón gcéad bhliain den gclár.

### Príomhchlár

Thar shaolré an chláir téann mic léinn i mbun 55 mhodúl. Tá 47 mhodúl réamhshainithe i gceist sa **Príomhchlár** agus téann gach mac léinn i mbun na modúl seo. Tá na modúil seo mar chroílár an chláir. Toisc gur dearadh an clár chun rogha na mac léinn ina réimse spéise fhéin a éascú, roghnaíonn gach mac léinn an 8 modúl atá fágtha ó rogha leathan modúil, le 3 chinn roghnaithe óna Dána. Bunaithe ar an gcúig mhodúl deireannach a roghnaíonn an mac léinn bronnfar **Baitsiléir Oideachais Ildisciplíneach** nó **Baitsiléir Oideachais le Speisialachas** ar an mac léinn. Tá an dá chonair seo ar chomh thuilleamas agus déantar cur síos orthu anseo thíos.

### Baitsiléir Oideachais Ildisciplíneach

Tá rogha ag mic léinn **B.Oid Ildisciplíneach** a roghnú a chiallaíonn go roghnaíonn siad 8 modúl óna modúil atá ar fáil. D'fhéadfadh mic léinn modúil a roghnú ón Oideachas nó óna Dána – 8 modúl mhúinte nó meascán de 6 mhodúl mhúinte agus dhá mhodúl tráchtais. Ar an mbealach seo tá deis ag an mac léinn a réimsí spéise pearsanta agus a mbuanna a fhorbairt agus chun a gcláir cheime a chur in oiriúint dá sainréimsí spéise féin. Cuirtear oiliúint ar na mic léinn seo i réimse leathan limistéir a bhaineann leis an mbunoideachas.

nó

### Baitsiléir Oideachais le Speisialachas

Tá rogha ag mic léinn tabhairt faoi Speisialachas sna **Dána** nó san **Oideachas**. Ciallaíonn sé seo go roghnaíonn mic léinn 8 modúl, le 5 chinn a phléann le hábhar/limistéar ar leith – 5 mhodúl mhúinte nó meascán de 3 mhodúl mhúinte agus dhá mhodúl tráchtais. Tugann sé seo deis do mhic léinn a gcuid sainspéiseanna agus a mbuanna féin a fhorbairt agus a gcláir chéime a chur in oiriúint dá réir. Cuirtear oiliúint ar na mic léinn seo i réimse leathan limistéir a bhaineann leis an mbunoideachas.

## Year 1: Learner

During Year 1 of the programme the graduate undertook a core programme of study designed around the theme of Learner. During the first semester the graduate was introduced to academic life and was enabled to fully engage in third level education through a specific programme of study that complemented the first suite of academic modules. This year comprised on campus study (see YEAR 1 - LEARNER table) and school placement in middle classes.

### YEAR 1 - LEARNER

- Language and Literacy
- An Ghaeilge agus Múineadh na Gaeilge
- Teaching of Mathematics
- Becoming a Student Teacher - Life Skills, ICT
- Supporting the Child as Learner - Educational Methodology, Microteaching, Developmental Psychology, Educational Psychology
- Schools and Society 1 - History, Philosophy and Sociology of Education
- Introduction to Science
- Education about Religious Beliefs and Ethics
- Introduction to Creative Arts - Visual Art, Music and Drama
- School Placement - Middle Classes

## Year 2: Teacher

During Year 2 of the programme the graduate undertook a core programme of study designed around the theme of Teacher. During this year a broad range of subject areas and disciplines was explored by the graduate including the study of Inclusive Education for Children with Special Educational Needs. The graduate also completed the first of his/her Liberal Arts modules. This year comprised on campus study (see YEAR 2 - TEACHER table) and school placement in senior and multigrade classes.

### YEAR 2 - TEACHER

- Language and Literacy
- An Ghaeilge agus Múineadh na Gaeilge
- Teaching of Mathematics
- Teaching and Learning with ICT
- Creating a Positive Classroom Environment - Educational Methodology and Educational Psychology
- Social Studies
- Christian Religious Education or Religious Education in Multi-denominational Schools
- Social Personal and Health Education
- Physical Education
- Inclusive Education for Children with Special Educational Needs
- Schools and Society 2 - History, Philosophy and Sociology of Education
- Creative Arts - Drama, Music and Visual Art
- School Placement - Senior Classes and Multi-grade Classes

## Year 3: Leader

During Year 3 of the programme the graduate became more responsible for the direction of core elements of the degree. In this year the graduate had responsibility for choosing electives in both Education and Liberal Arts. In Year 3 a broad range of subject areas and disciplines was explored by the graduate including the study of Early Childhood Education. This year comprised on campus study (see YEAR 3 - LEADER table) and school placement in infant classes.

### YEAR 3 - LEADER

- Early Childhood Education
- Teaching Mathematics and Science
- Schools and Society 3 - History, Philosophy and Sociology of Education
- Ethical Foundations for Teaching and Research
- Language and Literacy
- Creative Arts - Visual Art, Music, Drama
- Early Primary Education
- Inclusive Education for Children with Special Educational Needs
- Christian Religious Education or Religious Education in Multi-denominational Schools
- Assessment For and Of Learning
- School Placement - Infant Classes

## Year 4: Researcher

This final year comprised on campus study (see YEAR 4 - RESEARCHER table) and extended school placement. The graduate spent the first semester on School Placement engaged in a wide variety of activities. These included being responsible for teaching various class groupings for prolonged periods of time, bringing a particular curricular focus to host schools and learning about aspects of school life outside of the classroom. During this year the graduate compiled a portfolio showcasing samples of work completed over the course of the degree to date. The graduate completed a dissertation or a final suite of elective modules together with capstone modules that included a focus on Leadership and Policy in Education.

### YEAR 4 - RESEARCHER

- Extended School Placement - All Class Levels including SEN
- Additional Educational Experience
- Policy and Leadership in Education
- Portfolio - Showcase of Achievements
- Schools and Society 4 - History, Philosophy and Sociology of Education

## Liberal Arts

An integral part of the Bachelor of Education programme at Mary Immaculate College is the Liberal Arts element. Providing access to Liberal Arts modules within the Bachelor of Education programme facilitates individual choice in the intrinsic pursuit of knowledge and the development of critical thinking and disciplinary depth. We believe that a wide range of electives, including those from Liberal Arts, makes a significant contribution to lifelong academic curiosity, freedom and interest in knowledge and learning.

## Bliain 1: Foghlaimeoir

Le linn na chéad bhliana den chlár rinne an céimí staidéar ar chlár léann deartha ar théama an Fhoghlaimeora. Le linn an chéad tseimeastair chuaigh an mac léinn i dtaití ar an saol acadúil agus bhí sé/sí in ann tabhairt faoin oideachas triú leibhéal trí shainchlár staidéir a shaihbrionn na modúil acadúla atá á dhéanamh ag an mac léinn. Is staidéar ar champas (Féach an tábla BLIAIN 1 – FOGHLAIMEOIR) agus socrúchán scoile sna meánranganna a bhí i gceist sa bhliain seo.

### BLIAIN 1: FOGHLAIMEOIR

- English
- An Ghaeilge agus Múineadh na Gaeilge
- Múineadh na Matamaitice
- Ag traenáil chun a bheith id' Mhúinteoir – Scileanna Saoil, TFC
- Ag Tacú leis an bPáiste mar Fhoghlaimeoir – Modheolaíocht an Oideachais, Mícreatheagasc, Síceolaíocht na Forbartha, Síceolaíocht an Oideachais
- Scoileanna agus Sochaí 1 – Stair, Fealsúnacht agus Socheolaíocht an Oideachais
- Bunchúrsa Eolaíochta
- Oideachas an Chreidimh agus na hEitice
- Bunchúrsa sna hEalaíona Cruthaitheacha - Na hAmharc-ealaíona, Ceol agus Drámaíocht
- Socrúchán Scoile – Na Meánranganna

## Bliain 2: Múinteoir

Sa dara bhliain den chlár thug an céimí faoi phríomhchlár staidéir deartha ar théama an Mhúinteora. I rith na bliana seo deineadh cíoradh ar réimse leathan d'ábhair agus de dhisciplíní, Oideachas Uileghabhálach do Pháistí le Riachtanais Speisialta Oideachais ina measc. Chríochnaigh an céimí a c(h)éad modúl sna Dána. Is staidéar ar champas (Féach an tábla BLIAIN 2 – MÚINTEOIR) agus socrúchán scoile le ranganna sinsearacha agus ranganna ilghráid a bhí i gceist an bhliain seo.

### BLIAIN 2: MÚINTEOIR

- English
- An Ghaeilge agus Múineadh na Gaeilge
- Múineadh na Matamaitice
- Ag Teagasc agus ag Foghlaim le TFC
- Ag cruthú Timpeallacht Dearfach sa Seomra Ranga – Modheolaíocht an Oideachais agus Síceolaíocht an Oideachais
- Staidéar Sóisialta
- Oideachas Reiligiúnach Críostaí nó Oideachas Reiligiúnach i Scoileanna il-Sainchreidmheacha
- Oideachas Sóisialta, Pearsanta agus Sláinte
- Corpoideachas
- Oideachas Uileghabhálach do Pháistí le Riachtanais Speisialta Oideachais
- Scoileanna agus Sochaí 2 – Stair, Fealsúnacht agus Socheolaíocht an Oideachais
- Na hEalaíona Cruthaitheacha - Na hAmharc-ealaíona, Ceol agus Drámaíocht
- Socrúchán Scoile – Ranganna Sinsearacha agus Ranganna Ilghráids



## Bliain 3: Ceannaire

I mBliain 3 den chlár ghlac an céimí níos mó freagrachta maidir le treoir na mbunghnéithe den chéim. I mbliana bhí an mac léinn freagrach as modúil roghnacha a roghnú san Oideachas agus sna Dána ar aon. Déanann an céimí cíoradh ar réimse leathan d'ábhair agus de dhisciplíní i mBliain 3, Oideachas na Luath-Óige ina measc. Is staidéar ar champas (Féach an tábla BLIAIN 3 – CEANNAIRE) agus socrúchán scoile le ranganna naíonán a bhí i gceist an bhliain seo.

### BLIAIN 3: CEANNAIRE

- Oideachas Luath-Óige
- Ag múineadh na Matamaitice agus na hEolaíochta
- Scoileanna agus Sochaí 3 - Stair, Fealsúnacht agus Socheolaíocht an Oideachais
- Bunúis Eitice don Teagasc agus Taighde
- English
- Na hEalaíona Cruthaitheacha - Na hAmharcealaíona, Ceol agus Drámaíocht
- Luath-Oideachas Bunscoile
- Oideachas Uileghabhálach do Pháistí le Riachtanais Speisialta Oideachais
- Oideachas Réiligiúnach Críostaí nó Oideachas Reiligiúnach i Scoileanna il-Sainchreidmheacha
- Measúnacht don bhFoghlaim & ar an bhFoghlaim
- Socrúchán Scoile – Ranganna na Naíonán

## Year 4: Researcher

Is é atá i gceist le bliain na céime ná staidéar ar champas (féach an tábla BLIAIN 4 – TAIGHDEOIR) mar aon le socrúchán scoile leathnaithe. Chaith an céimí an chéad seimeastar ar Shocrúchán Scoile ag tabhairt faoi réimse leathan de ghníomhaíochtaí. Ina meascsiúd bhíodar freagrach as grúpaí ranga éagsúla a mhúineadh do thréimhsí fada ama, ag tabhairt leo fócas curaclaim ar leith do na scoileanna ina rabhadar agus ag foghlaim faoi ghnéithe de shaol na scoile lasmuigh den seomra ranga. I rith na bliana seo chuir an mac léinn punann le chéile ina raibh samplaí de shaothar críochnaithe thar shaolré na céime go-dtí sin. Chríochnaigh an mac léinn tráchtas nó sraith dheireannach de mhodúil roghnacha mar aon le modúil dheiridh inar cuireadh béim ar Cheannaireacht agus Bheartas san Oideachas.

### BLIAIN 4: TAIGHDEOIR

- Socrúchán Scoile Leathnaithe – Gach rang, Riachtanais Speisialta Oideachais ina measc
- Taithí Oideachais sa Bhreis
- Beartas agus Ceannaireacht san Oideachas
- Punann – Sárthaispeántas d'Éachtaí a baineadh amach
- Scoileanna agus Sochaí 4 – Stair, Fealsúnacht agus Socheolaíocht an Oideachais

## Ná Dána

Is bunghné de chlár an B.Oid i gColáiste Mhuire gan Smál é an gné a bhaineann leis na Dána. Tugann soláthar na modúl sna Dána laistigh de chlár an Bhaitsiléir Oideachais deis do mhic léinn rogha aonair a dhéanamh agus iad ag dul sa tóir ar fhaisnéis agus ar fhorbairt na smaointeoireachta criticiúla mar aon le forbairt ar dhoimhneacht dísciplíneach. Creidimid go gcuireann réimse leathan de mhodúil roghnacha, le cinn óna Dána san áireamh, go mór le fiosracht acadúil fadsaoil, le saoirse agus le suim sa léann agus sa scoláireacht ar aon.

## Bachelor of Education with a Specialism in Music Education

Through engaging in a specialism in Music Education, participants have accessed specific modules designed to develop their knowledge and understanding of the theory and practice specific to curricula and pedagogy in Music Education.

A key focus of the specialism has been to support participants in understanding the contribution of musical leadership within the primary school. Participants have taken modules in Choral Music Leadership, Instrumental Music Leadership, and Music in the School and Community as well as undertaking research in the form of a dissertation. They have engaged in new advances in music technology, drumming and body percussion workshops, inclusion in music education, and composing in the primary school. Thus, they have been equipped with the knowledge and skills to successfully lead ensembles, direct and conduct choirs and partake in other musical initiatives in the school.



All participants worked with the MIC composer-in-residence Anne-Marie O'Farrell in learning the processes involved in composition. Two of the participants' compositions for primary school choir were performed by St. Nessan's School Choir at a concert in MIC in November 2014. The participants observed the school music leader working with their compositions and were privileged to have their pieces performed and brought to life by children at this event.

Participants also composed music for classroom instruments and tried out their new compositions at a workshop in Scoil Íde, Limerick.

All participants who have engaged in a specialism in Music Education have completed an undergraduate dissertation. They have identified an appropriate research topic in the area of music education that relates specifically to their role as future primary school teachers. This process has also considerably enhanced participants' understanding of music education literature as well as global developments in the field and it has developed their self-directed learning and advanced communication skills.

In sum, from this specialism in Music Education participants have deepened their understanding of practice in the field of music education and have been equipped with the knowledge, skills and attitudes to become school music leaders and innovators.

## Bachelor of Education with a Specialism in Physical Education

### INTRODUCTION:

Through engaging in a specialism in Physical Education, participants have accessed specific modules designed to further develop their knowledge and understanding of the theory and practice specific to curricula and pedagogy in Physical Education.

### OVERVIEW OF MODULES:

#### **Module 1      Advanced Teaching and Learning in Physical Education**

This module focused on developing pedagogical content knowledge in physical education, using curricular models such as Sport Education, games-centred approaches and co-operative learning. Emphasis was placed on the teacher's role in establishing and maintaining an effective and progressive learning environment. Assessment-for-learning approaches using self-assessment, peer assessment and teacher-led assessment were designed and explored.

#### **Module 2      Movement skill development in Primary Physical Education**

This module involved the examination of different theories of human movement development. Concepts such as Fundamental Movement Skills and Physical Literacy were explored with a view to identifying their relevance to the teaching of physical education. Particular attention was focused on how young children acquire motor skills in a variety of settings. Attention was given to examining how the acquisition of these skills impacts on the development of lifelong patterns of physical activity.

#### **Module 3      Physical Education and School Sport**

School sport and other co-curricular activities provide children with a range of physical activity opportunities that can support the teaching and learning in curricular PE. This module enabled participants to gain practical experience in the delivery of PE and co-curricular sport to primary school-aged children in a variety of settings. National and international PE and sport policies were evaluated with a view to identifying examples of best practice that enhance children's experience of PE and sport. The development of leadership skills featured strongly.

#### **Module 4      Physical Activity Promotion in the Primary School**

Schools have been identified as key settings in which to promote physical activity. This module examined opportunities, benefits and challenges surrounding schools' approaches to physical activity promotion in physical education, co-curricular sport and other physical activity opportunities during the school day. The relationship between policy and practice in primary schools was examined using a variety of approaches.

#### **Module 5      The Social Context of Sport, Physical Activity and Physical Education**

This module examined social factors relating to participation in sport, physical activity and physical education. Participants identified and evaluated a variety of sport activities, initiatives and interventions using a social lens to address issues around equity, access and participation in physical activity settings. They were involved in self-directed learning and engaged in personal study of a topic of special interest to them using a social lens in a PE, sport or physical activity setting.

In sum, from this specialism in physical education, participants have deepened their understanding of practice in the field of physical education and have been equipped with the knowledge, skills and attitudes to become physical education leaders and innovators.

## Bachelor of Education with a Specialism in Educational Disadvantage (DEIS)

### INTRODUCTION:

Through engaging in a specialism in Educational Disadvantage, participants have accessed specific modules designed to further develop their knowledge and understanding of teaching in DEIS contexts.

### OVERVIEW OF MODULES:

#### **Module 1 Teaching in a DEIS School**

This module presents an introduction to DEIS and students study the theoretical frameworks of educational “disadvantage” and contributing factors with inputs from school principals, teachers and parents. An overview of specific programmes in DEIS schools is presented and issues such as managing behaviour, developing pupils’ self-esteem, working in partnership with parents and traveller education are studied. Students examine their own attitudes and assumptions about educational “disadvantage” and complete a practical experience in a DEIS school.

#### **Module 2 Evidence-Based and Innovative Programmes in DEIS Contexts**

This module develops students’ understanding of evidence-based and innovative programmes in place in DEIS schools to address issues such as literacy, numeracy and behaviour management. The rationale and purpose of this module is to familiarise students with methodologies and programmes that they will encounter in a variety of teaching contexts. The module links, in a concrete way, the theoretical frameworks of educational inequalities and the initiatives that DEIS schools have been engaging with to address these inequalities. A range of evidence-based programmes in use in DEIS schools are studied (e.g., Reading Recovery, Maths Recovery, Incredible Years) and other innovative practices in DEIS contexts are also examined.

#### **Module 3 Lego Education**

The LEGO Education elective provides students with the skills required to effectively use technology and a variety of methodologies to support teaching and learning. Students engage in a variety of pupil-led, teacher-led and practice-based learning opportunities, working both in an individual and group capacity, to explore theoretical and practical underpinnings of technology, creativity and play using LEGO in education. This module includes a practical experience in a DEIS school.

#### **Module 4 Diversity and Oral Language Development in the Primary School**

This module builds student knowledge of the concept of variation in children’s oral language development and focuses on expanding student competence in dealing with a wide range of language diversity within a mainstream classroom. The module engages students in an in-depth exploration of issues such as the language challenge for children who present with a range of special needs, supporting the oral language development of children from disadvantaged contexts, and enhancing oral language development among children for whom English is an additional language (EAL). The module develops a theoretical understanding of the continuum of oral language development across a range of contexts, extrapolating best practice in order to empower student teachers in the development of inclusive classrooms.

#### **Module 5 Working with Families**

This module examines the theoretical background of educational partnership development as well as practical applications of working with families in DEIS contexts. Current practice has demonstrated that a whole school commitment to developing a working partnership is a key factor in improving educational outcomes for children experiencing inequality of educational opportunity. This module equips the students to engage fully with partnership activities and processes in schools and to understand the class teacher’s role in this regard. Students visit DEIS schools to observe and/or participate in HSCL parent involvement activities and to meet the parents involved.

In sum, from this specialism in Educational Disadvantage, participants have deepened their understanding of Educational Disadvantage and have been equipped with the knowledge, skills and attitudes to become leaders and innovators in the field. This specialism is a first in Irish Education.

## Bachelor of Education with a Specialism in Drama Education

### Process Drama

In process drama, learning about drama and learning through drama are facilitated by the adoption of an enquiry-based approach. Participants are invited to engage artistically and aesthetically in the collaborative construction of an unfolding narrative, employing dramatic elements such as time, space, role and tension. Imbued with an educational focus, drama serves to enrich learning content and provide novel means by which to explore aspects of the human condition by its active nature and the embodied learning experiences it offers.

The holistic experience provided by the subject of drama facilitates a unique learning space within the curriculum. Due to its contextual and embodied nature, Drama engages the whole person in the process. It thereby challenges the traditional separation of mind and body, and in so doing releases the natural creative and artistic potential of the child.

### Overview of modules

Engaging in a specialism in drama education has given students an opportunity to extend their understanding of the subject from a personal and a professional perspective.

### Advanced Drama and Theatre Studies

The module enabled students to engage with key pedagogical, conceptual, curricular and organisational issues around the successful development of a drama education programme in primary school settings. Students were furnished with advanced skills necessary to offer leadership in designing and implementing drama across the primary school.

### Applied Drama and Theatre Studies

In this module students spent time engaging both practically and theoretically with a variety of approaches and theories that inform the broad areas of community theatre and applied theatre. Students completed an extensive placement in community settings. Working in partnership in community-based settings provided an opportunity for students to develop initiative and leadership through engaging with a variety of learners. This experience has enabled students to apply appropriate instructional and assessment strategies to enhance learning for all.

### Drama as a Methodology

This module developed students' professional competency and knowledge of drama as a teaching methodology to support curriculum integration. Students were introduced to an inquiry approach to curriculum integration known as Mantel of the Expert (MOE).

### Theatre for Young Audiences (TYA)

This module provided a broad introduction to the vibrant and growing field of Theatre for Young Audiences in Ireland. Students were enabled to develop an understanding of the role of TYA in the provision of a broad and balanced drama/arts education curriculum. Students engaged with professional theatre for young audience companies in learning the processes involved in devising theatre for young audiences.

### Performance Studies

This module focused on drama and performance. Through practical and theoretical engagement, this module provided students with an opportunity to encounter ideas and practices that challenged their existing understanding of performance and its role in education.

### Summary

In sum, from this specialism in Drama Education, students have deepened their understanding of the theory and practice of drama education and have been equipped with the knowledge, skills and attitudes to become leaders at a local and national level. It is envisaged that graduates will continue to cultivate their own creativity and passion for drama and in so doing enable, foster and develop the artistic voice within themselves and the child.

## Bachelor of Education with a Specialism in Early Childhood Education

Through engaging in a specialism in Early Childhood Education, participants have accessed specific modules designed to develop their knowledge and understanding of the theory and practice specific to curricula and pedagogy in early years education. The specialism focuses on enabling participants to understand the relationship between the theoretical underpinnings of early years education and to apply these perspectives to their practice as primary school teachers. The taught element of the specialism is detailed in the following table.

Module	Module Content
<b>Linking Theoretical Perspectives in Early Childhood Education to Practice</b>	In this module students are provided with the opportunity to examine theoretical perspectives specific to early childhood education in depth and to link these perspectives with practice in the field. The purpose of the module is to enable students to understand the relationship between theoretical perspectives and practice and to apply theoretical perspectives to their practice.
<b>Early Childhood Studies 2: Play and Learning in Early Childhood Education</b>	This module provides students with the opportunity to understand how play contributes to children’s development in the early years. The purpose of the module is to enable students to understand the importance of play for children and the potential of play to contribute to the “whole child” perspective referred to in Aistear and the Primary School Curriculum.
<b>Inclusion in the Early Years: Critical Issues in Policy, Practice and Research</b>	This cultivates students’ awareness of the key issues relating to accommodating diversity in early childhood education as it relates to children with special educational needs. The purpose of the module is to develop students’ knowledge and understanding of policy contexts for inclusion in the early years, develop students’ skills in liaising with parents/carers and multi-agency working, examine health conditions that may co-occur with special educational needs, reflect on the transition process and consider the research basis for early intervention.

A key focus of the specialism has been to support participants in understanding the contribution of play to children’s development in the early years. Participants’ awareness and appreciation of the potential of play to contribute to, and support the implementation of *Aistear*; *The Early Childhood Curriculum Framework* and the *Primary School Curriculum* are developed. Participants have explored the contemporary theories of play, identified the stages and process of play for children from birth to six years and applied this knowledge in analysing and synthesising the contribution of play to the holistic development of the child and supporting children’s access to the *Primary School Curriculum*.

Participants’ appreciation of the current policy context for inclusion in the early years is enhanced and they are provided with a wide range of strategies to support them in providing curriculum access for children with special educational needs in the early years. Participants’ knowledge and skills in liaising with parents/carers and multi-agency professionals are extended and they are provided with input on the associated health conditions that may co-occur for children with special educational needs. The importance of the transition process from pre-primary to primary settings is highlighted and strategies to implement this process identified.

All participants who have engaged in the specialism in Early Childhood Education have completed an undergraduate dissertation. They have identified an appropriate research topic in the area of early childhood education that relates specifically to their role as future primary school teachers. Participants have developed a research proposal, sourced relevant literature, selected an appropriate methodology and presented their research findings in a dissertation of 10,000 words. This process has also considerably enhanced participants’ self-directed learning, analytical, reflection and written communication skills. Critically, participants have deepened their understanding of practice in the field of early childhood education and have been supported in reflecting on the implications of the research process and findings for their own practice.

## Bachelor of Education with a Specialism in Language and Literacy

The purpose of this specialism is to prepare participants for positions of leadership with regard to the promotion of effective language and literacy instruction in the primary school. This specialism consists of five modules:

Module	Module Content
<b>Introduction to Literacy Leadership in the Primary School</b>	This module prepares participants for the role of Literacy Leader within the primary school system. Participants acquire a thorough understanding of the trajectory of children's literacy development and the pedagogical knowledge to promote effective, coherent instructional practice throughout the primary school.
<b>Exploring Children's Literature in the Primary School</b>	This module provides participants with exposure to a wide range of children's literature and its impact on language development at all class levels of the primary school. Participants explore a range of teaching strategies for the promotion of higher order thinking skills and are encouraged to respond to literature and poetry through multiple modes of expression. There is a particular focus on the creation of a dialogic classroom with comprehension of text co-constructed by children and teachers.
<b>Supporting Children Who Experience Difficulty in the Acquisition of Literacy</b>	The focus of this module is to promote understanding of the challenges for children who experience difficulty with the acquisition of literacy and to provide a range of supports to enable children to access the primary school curriculum. There will be a particular emphasis on understanding and supporting children with dyslexia based on high quality international research and practice. The pedagogical focus is on developing inclusive instructional classroom practice based on effective assessment for learning approaches to facilitate children's oral language, reading and writing development.
<b>Diversity and Oral Language Development in the Primary School</b>	This module will engage students in a review of current developments in the field of language and literacy in a national and international context. A critical analysis of developments in areas of research, policy, curriculum and pedagogy will form the main focus of the module. Students will learn how and where to conduct research and keep abreast of contemporary developments at a macro-level in the field of language and literacy. Challenges in the teaching and learning of language and literacy in the 21st century will form an important lens through which the module will be delivered.
<b>Contemporary Issues in Literacy</b>	This module will build student knowledge of the concept of variation in children's oral language development and will focus on expanding student competence in dealing with a wide range of language diversity within a mainstream classroom. The module will engage students in an in-depth exploration of issues such as the language challenge for children who present with a range of special needs, supporting the oral language development of children from disadvantaged contexts, and enhancing oral language development among children for whom English is an additional language (EAL).

## Bachelor of Education with a Specialism in Special Education

Through engaging in a specialism in Special Education, participants have accessed specific modules designed to develop their knowledge and understanding of the theory and practice specific to Special Education. The specialism focuses on enabling participants to understand the relationship between the theoretical underpinnings of Special Education and to apply these perspectives to their practice as primary school teachers. Students have completed taught modules in:

### **Special Education 1: Strategies for Teaching and Learning**

### **Special Education 2: Behaviour Management**

### **Special Education 3: Mathematics, Language and Literacy**

This specialism provides learning opportunities for participants to develop their general instructional skills first in terms of building skill repertoires for children with learning difficulties or special educational needs. The first module introduces strategies such as task analysis, targeted use of visual supports, errorless learning, and maintenance and generalisation within the context of social and emotional learning. Then participants are supported to engage in learning activities to promote their understanding and management of behaviour through an increasing awareness of the interplay of behaviour and special educational needs.

A systematic approach to the positive management of class, small group and individual child behaviour forms the core of the second module. Participants study preventive and motivational methods for working well with children with learning difficulties. The third module highlights key strategies and approaches developed to support children with special educational needs in the curriculum content areas of Mathematics, Language and Literacy in the primary classroom. Here participants learn about assessment and intervention in these three curriculum areas. They are exposed to critical resources to support their work as mainstream class teachers providing increased access and success for all children.

The specialism concludes with a research paper detailing an in-depth examination of some aspect of planning, teaching and learning for children with special educational needs in mainstream classes. This requires significant independent learning.

All participants who have engaged in a specialism in Special Education have completed an undergraduate dissertation. They have identified an appropriate research topic in the area of Special Education that relates specifically to their role as future primary school teachers. Participants have developed a research proposal, sourced relevant literature, selected an appropriate methodology and presented their research findings in a dissertation of 10,000 words. This process has also considerably enhanced participants' self-directed learning and their communication skills. Critically, participants have deepened their understanding of practice in the field of Special Education and have been supported in reflecting on the implications of the research process and findings for their own practice as primary school teachers in the future.

## Baitsiléir an Oideachais: Speisialachas ar Theagasc i Suíomhanna Lán-Ghaeilge

### RÉAMHRÁ:

Sa sainchlár seo tugtar deis do na rannpháirtithe dianstaidéar a dhéanamh ar an tumoideachas mar mhúnla amháin den oideachas dátheangach le béim ar leith ar na comhthéacsanna oideachais éagsúla in Éirinn, scoileanna Gaeltachta agus gaelscoileanna ina measc.

### FORLÉARGAS AR NA MODÚIL:

#### Modúl 1 Teagasc i Suíomhanna lán-Ghaeilge 1

Sa mhodúl seo cuirtear béim ar eolas agus tuiscint an mhic léinn ar an oideachas lán-Ghaeilge a fhorbairt. Is í aidhm an chúrsa ná léargas a thabhairt do na mic léinn ar shealbhú teanga agus ar mhúnlaí oideachais dátheangaigh éagsúla, an tumoideachas ina measc. Cuirtear béim ar leith ar theagasc na Gaeilge agus ar theagasc trí mheán na Gaeilge sna gaelscoileanna agus sna scoileanna Gaeltachta.

#### Modúl 2 Teagasc i Suíomhanna lán-Ghaeilge 2

Is é aidhm an mhodúil seo ná eolas agus tuiscint na mac léinn a fhorbairt maidir leis na teoiricí is tábhachtaí faoin tumoideachas. Tugtar deiseanna do mhic léinn gnéithe tábhachtacha na foghlama i suíomhanna tumoideachais a fhiosrú chomh maith leis na fachtóirí a neartaíonn éifeacht na foghlama agus fachtóirí a chothaíonn timpeallachtaí foghlama éifeachtacha.

#### Modúl 3 Teagasc i Suíomhanna lán-Ghaeilge 3

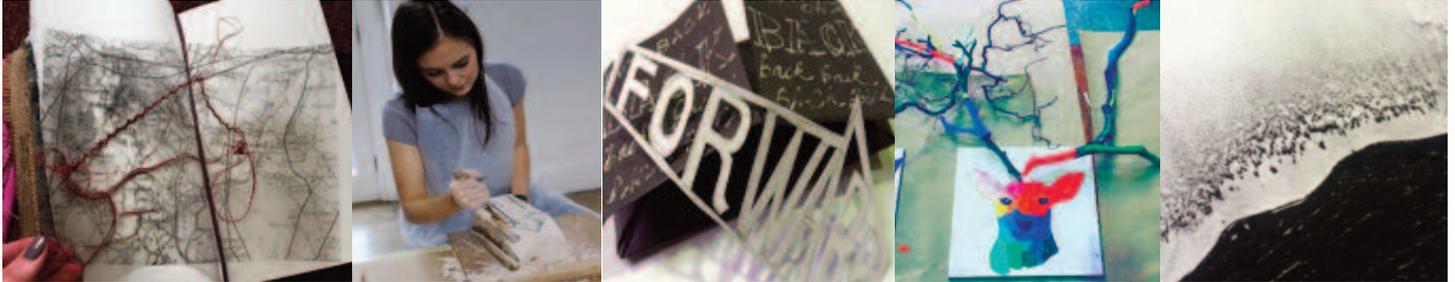
Déantar teoiricí agus fianaise taighde-bhunaithe a mhúnlaíonn cleachtas i suíomhanna tumoideachais, le béim ar leith ar oideachas i suíomhanna lán-Ghaeilge a iniúchadh. I measc na dtopaicí a bpléitear, tá staidéar ar fhorbairt agus ar fhoghlaim an linbh; luacháil chriticiúil ar chroí-theoiricí atá mar bhunchloch don tumoideachas san earnáil lán-Ghaeilge ; agus iniúchadh ar thaighde ar theagasc éifeachtach i gcomhthéacs an tumoideachais.

### MÓRGHNÍOMHARTHA:

D'éirigh leis an gcéimí tráchtas fochéime (10,000 focal) a chur i gcrích bunaithe ar ghné ar leith den oideachas lán-Ghaeilge. Mar thoradh ar an obair seo tá saineolas ag an gcéimí ar an litríocht agus ar an taighde náisiúnta agus idirnáisiúnta ar an tumoideachas. Ina theannta sin tá scileanna taighde agus scileanna anailíse forbartha ag an gcéimí a bheidh ina bhuntáistí dó/di sa todhchaí.

## Bachelor of Education with a Specialism in Visual Art

The Elective and Specialism in Visual Art are made up of five components: Visual Art and Visual Art Education, Children and Visual Art, Contemporary Visual Art 1: Media & Issues, Contemporary Visual Art 2: Interdisciplinary Practice and Leadership in Visual Art in Schools and the Wider Community.



Through an immersive experience in art practice and theory, critical and creative thinking is fostered. An innovative approach to pedagogy and practice is encouraged.

Formal and informal links are made with schools, museums, galleries and cultural institutions, which creates opportunities for participants in visual art education electives/specialisms to create professional relationships and networks across the cultural and educational landscape at local, national and international level.

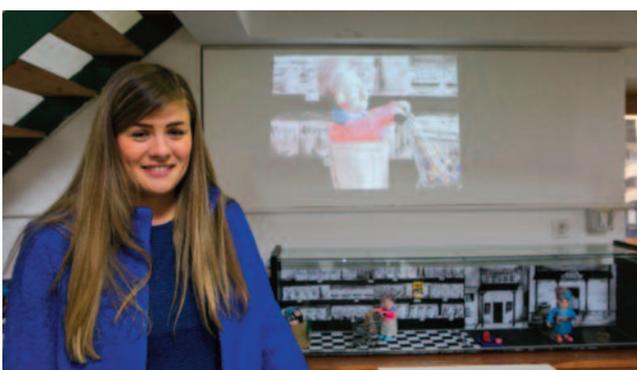
Images were generated by participants involved in the Visual Art Specialism 2016

Learning through doing and hands-on engagement with process, materials and techniques provides a platform for thinking through and exploration in art. Traditional approaches as well as new and emergent media and methods such as visual journaling, digital technologies, animation and the use of social media to critically and contextually interrogate ideas are core modes of working.

There are opportunities to engage with contemporary social, cultural, political and educational issues and themes through art practice and theory. Participants are supported in constructing an individual rationale for advocacy of the arts on a personal, professional and cultural level. We endeavour to nurture the collaborative, creative and culturally empathetic characteristics needed to respond to the today's challenges.

Participants who successfully complete this specialism have a strong ability to work autonomously as well as collaboratively. They can recognize tensions between theory, practice and policy in Visual Art Education, manage self-directed educational programs of work, work artistically with a community, and select and practise a core art discipline of value to the individual student.

Participants develop competencies in establishing and defending a contextualized rationale for teaching and learning in Visual Art. Participants can engage in Visual Art processes and techniques with a view to designing an educational plan suited to the needs of the school and/or community.



Eimear Ní Mhurchú - 'The Granny Diaries'



Ian Barry - 'Capsized'

## Bachelor of Education with a Specialism in German Studies

### INTRODUCTION:

The Specialism in German Studies is an intensive, five module programme that enables participants to raise their German language skills level to 'upper intermediate independent user', to develop their intercultural awareness and knowledge of relevant cultural contexts regarding Germany, Austria and Switzerland, and to understand how these relate to Ireland and the teaching of German in Ireland. The programme enables them to reflect on relevant pedagogies (such as Content and Language Integrated Learning) and to approach teaching and learning of appropriate topics on a practical level in the context of the Primary School Curriculum.

### OVERVIEW OF MODULES:

#### **Module 1 German Language, Society and Culture**

The purpose of this module is threefold.

- a. Development of language skills;
- b. Introduction to the German speaking countries using the DACH-concept (Germany, Austria and Switzerland). According to the DACH-concept, this part refers to cultural heydays like e. g. Modernism in Austria as well as to everyday life.
- c. Didactics: Teaching German in Primary School

#### **Module 2 Intermediate German Language**

This module focuses on German language learning based on Leaving Certificate German knowledge. Working with *em neu* as a course book which is based on up-to-date methodologies of FL learning, the participants make the transition from level B1 to level B2 (according to the Common European Framework of Reference for Languages).

#### **Module 3 Children's Literature in German**

This module provides participants with an introduction to children's literature and film in German by means of a CLIL approach (Content and Language Integrated Learning). The current thematic focus is on adaptations of fairy tales by the Brothers Grimm and contemporary authors/directors, social roles in these and on role play as a tool in CLIL.

#### **Module 4 Teaching German in Primary School**

In the theoretical part of the module, participants are introduced to the most prominent didactic models (Lernkulturen) used in German teacher education. In the practical part, participants design lesson plans for German and reflect on them on the basis of the respective theories.

#### **Module 5 German Language Culture in Europe**

This module addresses aspects of German-language culture included in the Primary School Curriculum (from old German legends to the geographies of the German-speaking countries, from the impact of Irish monks on German-speaking cultures to the music of W. A. Mozart). Participants reflect on how to implement their own learning experience in the PS classroom at different levels.

### ACHIEVEMENTS:

The overall aim of the Specialism in German studies is to allow participants to encounter different cultural, lingual and professional perspectives in the context of their own experiences and to contribute to their education as open-minded, plurilingual European citizens and teachers. The pluralistic approach of this programme introduces participants to different codes, languages, cultures and ways of teaching that enriches participants both as learners and future teachers in an international context. The Specialism in German Studies helps participants to further develop their language skills and language awareness on a broader level, and their ability to use German competently and with a higher degree of fluency and spontaneity.

## Bachelor of Education with a Specialism in Mathematics

### INTRODUCTION:

The specialism offered by the Department of Mathematics and Computer Studies encompasses a broad range of mathematical content and provides student teachers with the necessary background to the mathematics curriculum taught at primary level. The students study five modules comprising Numbers, Measure, Statistics, Geometry and Problem Solving.

### OVERVIEW OF MODULES:

#### **Module 1      Numbers**

The module MH4753 (Numbers) contributes towards a deep and robust understanding of number concepts. The importance of coherent explanation and justification of arguments is stressed throughout the course. With an increased depth of knowledge, the participant can see how different topics relate to each other. In summary, this module gives a solid grounding for the teaching of number concepts in the classroom.

#### **Module 2      Measure**

The module MH4715 (Measure) provides the students with the mechanisms of how fundamental concepts like length, area and volume are calculated using calculus. Thereby, the student teacher acquires a more thorough background and understanding of the measurement of such quantities.

#### **Module 3      Statistics**

The module MH4736 (Statistics) recognises the demand for educationalists to be competent and fluent in the language of statistical analysis. The course equips the student teacher with a knowledge of the fundamental concepts and techniques in statistics and probability theory. There is particular emphasis on applications to the primary education sector. Regarding inferential statistics, the participant acquires an understanding of the administration of standardised tests (sigma and micra), along with the interpretation of their results.

#### **Module 4      Geometry**

The module MH4758 (Geometry) provides the student teacher with a deeper understanding of classical Euclidean geometry. Due to its emphasis on mathematical reasoning, it not only contributes to a solid foundation for the teaching of geometry but also for the teaching of the broad range of mathematical topics in the primary curriculum.

#### **Module 5      Mathematical Problem Solving**

The module MH4768 (Mathematical Problem Solving) provides student teachers with a sound understanding of the process of problem solving in its dynamic and cyclic nature through practical experience, theoretical discussion and reflection about their own work. Successful participation in this course not only makes students aware of the key features of the process of solving mathematical problems, but also provides a platform of support for the development of gifted children by exposing them to suitable, interesting and challenging mathematical problems.

## Bachelor of Education with a Specialism in History

### INTRODUCTION:

The **History Specialism** is designed to develop participants' understanding of and approaches to the past. Participants are provided with a solid grounding in Irish history, but also introduced to key aspects of the European and American past. Over the course of the five history modules, participants are introduced to key events and issues, to the use of primary sources and to historical debates and controversies.

### OVERVIEW OF MODULES:

#### **Module 1 Power, Belief and Culture: Europe, 1500-1750**

This module examines the history of early modern Europe through a series of key events and issues: the Printing Revolution; the Renaissance; the Reformations; Religious conflict; global exploration and colonisation; authority and hierarchy; gender; witchcraft and deviance; absolutism; the Scientific Revolution; the Enlightenment.

#### **Module 2 Contemporary United States, 1945-Present**

From the prosperous fifties through the turbulent sixties, the recessionary seventies and reactionary eighties, post-World War Two America has been a dominant power in the world. Since the ending of the Cold War in 1989, America is regarded as the only superpower. This course charts the main events and issues that shaped the United States during this period. Political, social and cultural aspects are examined as well as America's role in the wider world. The overarching issues of race, class and gender will be explored and key and historical moments such as McCarthyism, Cuba, Black power, Vietnam, and Watergate are critically evaluated.

#### **Module 3 Early Modern Ireland, 1500-1800**

This course introduces participants to key debates and controversies in the study of early modern Irish history, which encourages the evaluation of primary and secondary sources. Topics covered include: Old English and Gaelic Irish lordship and society; the failure of the Reformation; plantation and violence; the reputation of Oliver Cromwell; urban expansion; the Penal Laws; women in eighteenth century Ireland; Agrarian disturbances in the later eighteenth century; the historiography of the Rebellion of 1798.

#### **Module 4 Ireland 1800-1922: Land and Belief**

The 'long nineteenth century' saw Ireland entering a period of both accelerated modernisation and aggravated social tensions. This module explores three themes that illustrate the convergence of these two trends – i.e. the land question, the modest yet vital progress of urbanisation, and the complex tensions between Catholicism and what historians term 'political Protestantism'. All these are examined against the background of the reforming state, centred since 1800 in Westminster, and faced with an intractable 'Irish problem' which, in the context of time and circumstance, it tackled quite successfully. The course is grounded in primary evidence, analysed in the context of specialist reading, and traditional lectures are supplemented by weekly class discussion on key issues to include the decline of landlordism, changing socio-economic patterns, the development of civic culture, emerging popular associationalism and the meaning of modernisation.

#### **Module 5 Politics, Culture and Society in Independent Ireland 1922-92**

This module explores the first seven decades of Irish independence looking at the emergence of new state structures, political, administrative and constitutional; the varying fortunes of the Irish economy; foreign policy; population and social change; education and the Irish language; popular culture; the role of women in Irish society, and the role of the Churches. The course is based on primary sources, manuscript, published and internet, and also on in-depth reading of specialist secondary sources, particularly journal articles.

## Bachelor of Education with a Joint Specialism in Theology and Religious Studies

### INTRODUCTION:

This specialism in Theology and Religious Studies ensured participants have a deep appreciation for the nature and purpose of Christian religious education for Catholic primary schools today. They have knowledge of the Christian faith tradition in general and the Catholic vision of education in particular. They know ways of giving children meaningful and appropriate access to the wisdom for life in the Christian tradition, along with other religious traditions and worldviews. Giving children access to Christian faith seeks to foster their spiritual, moral and religious identity, along with their ability to relate to the presence of God in oneself, others and the world around them. Toward this end, the specialism helped the students to reflect on their own faith and come to a sense of their own religious beliefs and identity. They have examined many of the current topics and debates in the provision of Christian religious education today and are aware of the growing complexity and tensions surrounding this subject in a Catholic school. Through in-depth study, reflection and practice, students are now well placed to contribute to the provision of Christian religious education in a Catholic school context.

Below is a range of electives that students may take in order to complete their specialism.

### Electives offered by Religious Education

The Spirituality of the Teacher and the Spirituality of the Child	Sharing Faith in Religious Education	Liturgy and Ritual for Primary School Children
	Religious Education and Human Creativity	Teaching in a Religiously Diverse Society

### Electives offered by Department of Theology and Religious Studies

Introduction to the Bible	Christian Anthropology in Modern Culture	Jesus of Nazareth
God, Faith, Creed and Trinity	The Christian Community and Its Rituals	The Teachings of Jesus
	Christian Ethics	

## Baitsiléir an Oideachais: Speisialachas sa Ghaeilge

Glacann mic léinn cúig mhodúl ó chlár mhodúl Roinn na Gaeilge le linn dóibh bunchéim san Oideachas a bhaint amach i gColáiste Mhuire gan Smál. Is ionann an chúig mhodúl seo agus **Speisialtóireacht sa Ghaeilge**.

Cuimhsíonn na modúil áirithe sin staideár ar ábhar ó chanóin na litríochta Nua Ghaeilge agus dá bharr sin bíonn deis ag mic léinn eolas a chur ar chuid de na téacsanna is tábhachtaí a bhaineann le traidisiún litríochta na Gaeilge agus grinnstaidéar a dhéanamh orthu. Leagtar béim i modúl amháin ar ghearrscéalta agus ar fhilíocht a scríobhadh le linn ré na hAthbheochana ag tús na fichiú aoise go dtí an tréimhse comhaimseartha i láthair na huaire. I modúl ar an Úrscéal agus ar an mBeathaisnéis cíortar clasaic próis ar nós **Cré an Cille**, agus úrscéal nuascríofa ar nós **Novella Eile** ó pheann Phádraig Uí Chíobháin mar aon le scrúdú ar bheathaisnéisí ar cuid lárnach de stair litríochta na Gaeilge iad. Tá áit ar leith ag an traidisiún béil sa rogha modúl seo agus tugtar deis do mhic léinn eolas a chur ar réimse léinn an bhéaloidis, cur amach a fháil ar na bunfhoinsí agus beocht agus láithriú na nEalaíon Béil a fhiosrú. Sa modúl ar an nGaeilge i Sochaí na hÉireann tugtar comhthéacs do mhic léinn ar áit agus ar stádas na Gaeilge sa saol comhaimseartha Éireannach agus faigheann siad deis ceisteanna íogaireacha sochtheangeolaíochta faoi chearta teanga agus beartais stáit i leith na Gaeilge a iniúchadh.

Déantar go leor den teagasc ar bhonn seimineár agus ceardlann rud a thugann seans do mhic léinn tógáil ar a gcuid scileanna cumarsáide idir léamh, labhairt agus scríobh na Gaeilge agus a chuireann leis an gcúrsa teanga a bhíonn idir lámha acu i nDámh an Oideachais.

Is cinnte go bhfuil tuiscint ag mic léinn a dhéanann **Speisialtóireacht sa Ghaeilge** ar cheisteanna móra sochtheangeolaíochta na Gaeilge, go bhfuil eolas acu ar chanóin na litríochta i nGaeilge agus go bhfuil an-eolas acu ar fhoinsí agus ar ábhar tagartha don Bhéaloides. Tá bunchloch chuí acu le leanacht le léann na Gaeilge agus is cinnte go bhfuil eolas saibhir acu a chuirfidh lena gcumas iomlánú a dhéanamh ar chlár na Gaeilge ina suíomh oibre agus cur le mórphobal na Gaeilge ó thaobh úsáide agus léinn de.



Mary Immaculate College offers a range of modules in Liberal Arts and Education from which students may choose to design their own course of study. These modules complement the core programme of study that every student must follow. This route allows the student to develop his/her personal interests and talents and to customise his/her degree paths.

## STUDENT NAME:

has selected the following modules to complete a multidisciplinary B.Ed.

Liberal Arts Modules	Education Modules

In meeting the needs of Irish society Mary Immaculate College offers two distinct programmes within the curricular area of Religious Education: one in Christian Religious Education, which is designed to prepare students to teach Religious Education in Christian Primary Schools and a second in Religious Education in Multi-denominational Schools, which prepares students to teach in Educate Together Schools, Community National Schools and other multi-denominational schools.

## STUDENT NAME:

has chosen to complete both programmes and these programmes are synopsised below.

### Christian Religious Education

Christian Religious Education modules explore the foundations of Christian Religious Education by drawing upon a selection of official Church documents. This gives students a foundation on which to discuss the ethos of Christian schools and the spirituality of the child and the teacher and to address the teaching of Christian Religious Education in the Irish Primary School. The modules addresses different approaches relevant to the teaching of Christian Religious Education in a diverse range of Irish primary schools. Students are facilitated to differentiate and understand various teaching methodologies in relation to an inclusive Christian Religious Education. Key theories of Christian Religious Education are explored as well as the nature of the Catholic school within the changing religious and secular context of Ireland. Students engage with a variety of Religious Education programmes within the Christian tradition, *Grow in Love*, *Alive-O* and *Follow Me*. Students are introduced to sacred rites, rituals and texts within the Christian tradition and will explore appropriate methodologies for the preparation of children for the Sacraments of Reconciliation, Eucharist and Confirmation within the Catholic Tradition.

### Religious Education in Multi-Denominational Schools

The Multi-denominational Religious Education course addresses different approaches relevant to the teaching of Religious Education (RE) in a diverse range of Multi-denominational Irish primary schools. It introduces students to the principles of religiously inclusive teaching and learning. Students are given a brief overview of inter-religious learning in European State Schools and engage with a variety of programmes within Multi-denominational school including *Learn Together* and *Goodness Me Goodness You*. Students explore how to teach children about humanist and non-religious perspectives and values. Students are facilitated to differentiate and understand various teaching methodologies in relation to an inclusive Religious Education. An emphasis is placed on key principles and methodologies underlying the teaching of Religious Education in multi-denominational schools. The modules address the issue of teaching children about a variety of religious beliefs, world religions, human spirituality, and ethical and environmental issues.

Chun freastal ar riachtanais an tsochaí Éireannaigh, tá dhá chlár éagsúil á tairiscint ag Coláiste Mhuire gan Smál laistigh de limistéar an Oideachais Reiligiúnaigh: ceann amháin san Oideachas Réiligiúnach Críostaí, a dearadh ar mhaithe le mic léinn a ullmhú chun Oideachas an Chreidimh a mhúineadh i Scoileanna Náisiúnta Críostaí agus ceann eile in Oideachas an Chreidimh i Scoileanna Il-sainchreidmheacha, a ullmhaíonn mic léinn chun múineadh i Scoileanna 'Ag Foghlaim Le Chéile' agus i scoileanna il-sainchreidmheacha eile.

## Tá (Ainm an Mhic Léinn)

Tar éis an dá chlár a roghnú agus tá cur síos ar an dá chlár anseo thíos.

### Oideachas Réiligiúnach Críostaí

Déanann na modúil um Oideachas Réiligiúnach Críostaí cioradh ar bhunús an Oideachais Reiligiúnaigh Chríostaí trí úsáid a bhaint as roinnt cháipéisí Eaglasta oifigiúla. Tugann sé seo bunús do mhic léinn chun éiteas na scoileanna Críostaí agus spioradáltacht an pháiste agus an mhúinteora a phlé agus aghaidh a thabhairt ar theagasc an Oideachais Reiligiúnaigh Chríostaí sa Scoil Náisiúnta Éireannach. Pleánn na modúil leis na cur chuige éagsúla a bhaineann le múineadh an Oideachais Reiligiúnaigh Chríostaí i réimse leathan de scoileanna náisiúnta Éireannacha. Tugtar cúnamh do mhic léinn chun freastal ar éagsúlacht chumais agus iad ag staidéar ar na modheolaíochtaí éagsúla teagaisc agus chun tuiscint a fháil ar na modheolaíochtaí úd i gcomhthéacs Oideachais Réiligiúnaigh Chríostaí atá uileghabhálach. Déantar cioradh ar bhun-theoiricí an Oideachais Réiligiúnaigh Chríostaí mar aon le suíomh na scoile Caitlicí laistigh de chomhthéacs athraitheach reiligiúnach agus saolta na hÉireann sa lá atá inniu ann. Téann na mic léinn i ngleic le réimse de chláir san Oideachas Réiligiúnach laistigh de thraidisiún na Críostaíochta, *Grow in Love*, *Alive-O* agus *Follow Me*. Tugtar léargas do mhic léinn ar ghnásaíochtaí, ar dheasghnátha agus ar théacsanna diagachta laistigh den traidisiún Críostaí agus déanfaid siad cioradh ar mhodheolaíochtaí oiriúnacha a úsáidfear chun páistí a ullmhú do Shacraimintí an Athmhuintearais, na hEocairiste agus an Chóineartaithe laistigh den dTraidisiún Caitliceach.

### Oideachas Reiligiúnach i Scoileanna Il-sainchreidmheacha

Tugann an cúrsa Oideachas Reiligiúnach i Scoileanna Il-sainchreidmheacha aghaidh ar na cur chuige éagsúla a bhaineann le múineadh an Oideachais Reiligiúnaigh i réimse leathan de scoileanna náisiúnta il-sainchreidmheacha in Éirinn. Tugann sé léargas do mhic léinn ar phrionsabail teagaisc agus foghlama atá uileghabhálach ó thaobh an reiligiúin de. Tugtar léargas gairid do mhic léinn ar an bhfoghlaim idir-reiligiúnach i Scoileanna Stáit na hEorpa agus téann siad i ngleic le réimse de chláir laistigh de Scoileanna Il-sainchreidmheacha, *Learn Together* agus *Goodness Me Goodness You* in measc. Foghlaimíonn mic léinn conas páistí a mhúineadh faoi pheirspíochtaí agus luachanna na dtraidisiún daonnachacha agus neamh-reiligiúnacha. Cuirtear ar chumas na mic léinn freastal ar éagsúlacht chumais agus iad ag déanamh staidéir ar na modheolaíochtaí éagsúla teagaisc agus tuiscint a fháil ar na modheolaíochtaí a bhaineann leis an Oideachas Reiligiúnach uileghabhálach. Cuirtear béim ar na bun-phrionsabail agus ar na modheolaíochtaí atá mar bhonn ag múineadh an Oideachais Reiligiúnaigh i scoileanna Il-sainchreidmheacha. Tugann na modúil aghaidh ar an gceist a bhaineann le páistí a mhúineadh faoi chreidimh, faoi reiligiúin dhomhanda, faoin spioradáltacht daonna agus faoi cheisteanna eitice agus timpeallachta.

In meeting the needs of Irish society Mary Immaculate College offers two distinct programmes within the curricular area of Religious Education: one in Christian Religious Education, which is designed to prepare students to teach Religious Education in Christian Primary Schools and a second in Religious Education in Multi-denominational Schools, which prepares students to teach in Educate Together Schools, Community National Schools and other multi-denominational schools.

## **STUDENT NAME:**

**has chosen to complete the Christian Religious Education programme.**

### **Christian Religious Education**

Christian Religious Education modules explore the foundations of Christian Religious Education by drawing upon a selection of official Church documents. This gives students a foundation on which to discuss the ethos of Christian schools and the spirituality of the child and the teacher and to address the teaching of Christian Religious Education in the Irish Primary School. The modules addresses different approaches relevant to the teaching of Christian Religious Education in a diverse range of Irish primary schools. Students are facilitated to differentiate and understand various teaching methodologies in relation to an inclusive Christian Religious Education. Key theories of Christian Religious Education are explored as well as the nature of the Catholic school within the changing religious and secular context of Ireland. Students engage with a variety of Religious Education programmes within the Christian tradition, *Grow in Love*, *Alive-O* and *Follow Me*. Students are introduced to sacred rites, rituals and texts within the Christian tradition and will explore appropriate methodologies for the preparation of children for the Sacraments of Reconciliation, Eucharist and Confirmation within the Catholic Tradition.

Chun freastal ar riachtanais an tsochaí Éireannaigh, tá dhá chlár éagsúil á tairiscint ag Coláiste Mhuire gan Smál laistigh de limistéar an Oideachais Reiligiúnaigh: ceann amháin san Oideachas Réiligiúnach Críostaí, a dearadh ar mhaithe le mic léinn a ullmhú chun Oideachas Reiligiúnach a mhúineadh i Scoileanna Náisiúnta Críostaí agus ceann eile in Oideachas Reiligiúnach i Scoileanna Il-sainchreidmheacha, a ullmhaíonn mic léinn chun múineadh i Scoileanna 'Ag Foghlaim Le Chéile' agus i scoileanna il-sainchreidmheacha eile.

## Tá (Ainm an Mhic Léinn)

Tar éis an clár a bhaineann le hOideachas Reiligiúnach Críostaí a roghnú

### Oideachas Réiligiúnach Críostaí

Déanann na modúil a bhaineann le hOideachas Réiligiúnach Críostaí cíoradh ar bhunús an Oideachais Reiligiúnaigh Chríostaí trí úsáid a bhaint as roinnt cháipéisí Eaglasta oifigiúla. Tugann sé seo bunús do mhic léinn chun éiteas na scoileanna Críostaí agus spioradáltacht an pháiste agus an mhúinteora a phlé agus aghaidh a thabhairt ar theagasc an Oideachais Reiligiúnaigh Chríostaí sa Scoil Náisiúnta Éireannach. Pleánn na modúil leis na cur chuige éagsúla a bhaineann le múineadh an Oideachais Reiligiúnaigh Chríostaí i réimse leathan de scoileanna náisiúnta Éireannacha. Tugtar cúnaimh do mhic léinn chun freastal ar éagsúlacht chumais agus iad ag staidéar na modheolaíochtaí éagsúla teagaisc agus ag iarraidh tuiscint a fháil ar na modheolaíochtaí úd i gcomhthéacs Oideachais Réiligiúnaigh Chríostaí atá uileghabhálach. Déantar cíoradh ar bhun-theoiricí an Oideachais Réiligiúnaigh Chríostaí mar aon le suíomh na scoile Caitlicí laistigh de chomhthéacs athraitheach reiligiúnach agus saolta na hÉireann sa lá atá inniu ann. Téann na mic léinn i ngleic le réimse de chlár san Oideachas Réiligiúnach laistigh de thraidisiún na Críostaíochta, *Grow in Love, Alive-O* agus *Follow Me*. Tugtar léargas do mhic léinn ar ghnásaíochtaí, ar dheasghnátha agus ar théacsanna diagachta laistigh den traidisiún Críostaí agus déanfaidh siad cíoradh ar mhodheolaíochtaí oiriúnacha a úsáidfear chun páistí a ullmhú do Shacraimintí an Athmhuin-tearais, na hEocairiste agus an Chóineartaithe laistigh den Traidisiún Caitliceach.

### First Year/An Chéad Bhliain

**School Placement 1:** This non-teaching placement takes place in a middle class (1st – 4th) and it is a partnered placement. Students engage with both pupils and the teacher, learning about pupils as learners and developing familiarity with classrooms, before they begin to teach in the following semester. School Placement 1 gives students the opportunity to act as classroom assistants and to observe pupils. In college tutorials they reflect on their classroom experience.

**School Placement 2:** For this placement students return to the same classroom. Students are gradually introduced to whole class teaching with their teaching load increasing incrementally. Students have the opportunity to teach all areas of the curriculum addressed in lectures in Semester 1 and Semester 2.

**Socrúchán Scoile 1:** Tarlaíonn an socrúchán seo i meánrang (rang 1-4). Bíonn páirtneír ag an mac léinn. Ní gá do na mic léinn múineadh ar an socrúchán seo. Bunaítear caidreamh idir na daltaí, an múinteoir agus an mac léinn. Foghlaimíonn siad faoi dhaltaí mar fhoghlaimíoirí agus bailíonn siad eolas ar ghnásanna an tseomra ranga sula dtosaíonn siad ag múineadh. Tugann Socrúchán Scoile 1 deis don mhac léinn bheith mar chúntóir ranga agus is deis bhreathnóireachta í chomh maith. I ranganna teagaisc sa choláiste déanann na mic léinn machnamh ar a dtaithe ranga.

**Socrúchán Scoile 2:** Filleann na mic léinn ar an seomra ranga sa dara seimeastar. Cuireann siad aithne ar rangtheagasc de réir a chéile agus bíonn an t-ualach múinteoireachta ag méadú céim ar chéim. Solathraítear deis do na mic léinn gach cuid den churaclam a rinneadh tagairt dó sna léachtaí go dtí sin a mhúineadh.

### Second Year/An Dara Bliain

**School Placement 3** is undertaken in a multigrade class between 1st and 4th as a partnered or as a non-partnered placement. The placement prioritises learning about multigrade class teaching; it provides the opportunity for students to develop their ability to plan for different class levels and to develop their ability to manage a multigrade class while recognising that this is only the student's second teaching placement.

**School Placement 4** combines observation and teaching of a senior class (5th - 6th) and all areas of the primary school curriculum are taught on this partnered placement.

**Socrúchán Scoile 3:** Déantar seo i rang ilghrád idir rang 1-4 mar shocrúchán le páirtneír nó gan pháirtithe. Cuireann an socrúchán seo béim ar fhoghlaim faoi mhúineadh i suíomh ilrangach: tugann sé deis do na mic léinn a gcumas pleanála a fhorbairt do ranganna difriúla maraon lena gcumas bainistíochta a fhorbairt sa suíomh ilrangach ag cur san áireamh gurb é seo dara socrúchán scoile ag an mhic léinn.

**Socrúchán Scoile 4:** Nasctar breathnóireacht agus rangtheagasc sna hardranganna, agus déantar teagasc ar gach gné de Churaclam na Bunscoile a theagasc ar an socrúchán páirtithe seo.

### Third Year/An Tríú Bliain

**School Placement 5** is undertaken as a solo placement in an infant class. This placement combines observation and whole class teaching and students teach for the full school day. All areas of the primary school curriculum are taught.

**Socrúchán Scoile 5:** Déantar an socrúchán seo gan pháirtneír i rang naíonán. Comhcheanglaíonn an socrúchán seo breathnóireacht agus rangtheagasc agus bíonn an mac léinn ag múineadh don lá ar fad. Déantar gach gné de Churaclam na Bunscoile a theagasc.

### Fourth Year/An Ceathrú Bliain

**The Extended School Placement (School Placement 6 and School Placement 7)** is a fifteen week non-partnered placement involving whole school activities and two class placements each of three weeks duration. The whole school dimension involves participation in SEN, team teaching and leading a curriculum project.

**An Socrúchán Scoile Fada (Socrúchán Scoile 6 agus Socrúchán Scoile 7)** Ní bhíonn páirtneír ag an mac léinn ar an socrúchán seo agus iad sa scoil ar feach cúig seachtain deag. Cuimsíonn sé gníomhaíochtaí uile scoile ag díriú ar Riachtanais Speisialta agus Teagasc Foirne agus déantar dhá rang éagsúla a theagasc.