

Catechetics and Teaching Placement 1: Primary

Section A: Headline Information	
Module title	Catechetics and Teaching Placement 1: Primary
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Mary Dooley
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1 and 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	Lectures, tutorials, methodology seminars, practice-based placement, web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 2 of the programme or equivalent is required. Learners must also pass a written assessment, interview and complete Garda Vetting
Pre-requisite module titles	Stage 2: Biblical Studies Stage 2: Christology: Encountering Jesus of Nazareth
Co-requisite module titles	Stage 3: Fundamental Moral Theology OR Stage 4: Applied Christian Ethics Stage 3: World Religions (when available at Stage 3) Stage 3: Political Philosophy and Secular Belief Systems (1 or 2) Stage 3: Philosophy of Religion
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. The co-ordinator must have appropriate experience in the supervision of placement and be fully aware of the specific requirements in relation to teaching and practice elements of the module.
Maximum number of learners per module	60
Duration of the module	2 Semesters
Average (over the duration of the module) of the contact hours per week (see * below)	3 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Cooperating Schools, Methodology Lecture Hall, Small Groupwork Room, IT Room, Computer, Projector, Whiteboard, Car, Full Driving Licence

Analysis of required learning effort										
*Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner		Placement Portfolio and Reflective Journal	Directed and Independent Study	Practice Placement	
24	1: 10	24	1:6				102	50	50	250 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module will allow learners to experience professional working situations in a supported teaching and learning environment. On completion learners will demonstrate that they have advanced knowledge of key theories, ideas and modes of analysis in a range of teaching skills. Learners will demonstrate a mastery of written and verbal skills through methods of critical analysis, synthesis and reflective learning that are appropriate to teaching. Learners will collaborate effectively within a peer-learning culture to complete tasks and projects. Learners will critically reflect on their own learning by effectively responding to and acting upon feedback and will independently and competently complete given tasks. In particular this module meets IPLO's 1, 6, 7.
Module Aims and Objectives	This module will equip learners for the rapidly-changing 21 st century workplace through a supported and supervised teaching placement. It aims to provide knowledge of Christian Religious Education for the Primary School by adhering to the child-centred aims of the 1999 primary school curriculum and the principles of Aistear, the Early Childhood Curriculum. Learners will develop a constructivist orientation to learning which is shaped by their familiarity with educational theorists.

Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate that they have advanced knowledge of key theories, ideas and modes of analysis (MIPLO 1) 2. Demonstrate critical reflection and reflective practice (MIPLO 4, 7) 3. Collaborate effectively within a peer learning culture to complete tasks and projects (MIPLO 6) 4. Evaluate the opinions and beliefs of others and respond to them in a reflective and well-informed manner.
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p> <p>Catechetics and Placement Learner Handbook (Updated Annually)</p>
Module Content, Organisation and Structure	<p>This Course is delivered through Methodology Lectures, Course Lectures, Weekly Tutorials throughout the academic year, Practice Placement and Supervisory Visits, Reflective Journaling, Peer Learning through Case Studies. It introduces learners to the fundamental concepts and principles of teaching at Primary Level. The lectures are primarily used for the delivery of content, while the tutorials facilitate the development of collaborative learning, critical reflection and evaluation of the beliefs and opinions of others through case studies.</p> <p>Pre placement preparation to include methodology workshops and experiential groups</p> <p>Codes of Professional Practice on Placement: Understanding, Maintaining and Managing Professional Boundaries</p> <p>Practice Placement: Supervision in Teaching Practice Placement</p> <p>The Learning Portfolio: Portfolio Preparation a model of Active Learning</p> <p>Classroom Pedagogy: skills inventory linking to identification of learning goals for teaching practice</p> <p>Educational Theorists. Relating the Principles of Learning to the School Placement Primary School Curriculum 1999: Teaching approach to R.E. based on Liturgical Year</p> <p>Post-Placement Evaluation</p> <p>Course Revision</p>

Module Teaching and Learning Strategy	<p>Lectures, tutorials, methodology seminars, practice-based placement, web facilitated learning.</p> <p>Methodology seminars are grounded in the core principles underpinning this programme, namely the exploration and development of teacher identity, the appreciation and exploration of the role and contribution of the teacher to society, locally, nationally and globally.</p> <p>Lectures are for delivery of content.</p> <p>Tutorials are to allow learners to experience professional working situations in a supported learning environment via case study presentations.</p> <p>Practice placement takes place throughout the academic year and the key principles of the Primary School Curriculum help to exemplify the learning process.</p> <p>Web facilitated learning is accommodated through Moodle.</p>
Work-Based Learning and Practice-Placement	<p>Teaching Placement Methodology Lectures run from September to Halloween parallel to Catechetics and Placement Lectures and Tutorial. Practice Placement runs from Halloween to Easter each year. Practice Placement involves the learner teaching two class periods of Religious Education each week in a Primary School setting.</p>
E-Learning	<p>Weekly Lecture Notes posted on Moodle. Teaching Resources posted on Moodle. Learners submit written assessment through Moodle (turn-it-in)</p>
Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or experience in the relevant area.</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceeds the resources available.</p>
Module Summative and Formative Assessment Strategy	<p>This module is assessed by the following:</p> <p>Supervised Teaching Placement Portfolio: 50% Teaching Placement Inspection Visits: 30% (3 x 10%) Reflective Journal: 20%</p> <p>Attendance at placement preparation classes (methodology) is mandatory.</p> <p>This module will be assessed in a formative manner leading to a summative assessment. Teaching Placement Inspection Visits will be graded after each visit.</p> <p>In order to pass this module learners need to receive an overall pass grade on the placement from the Teaching Placement Supervisor. In the event of failing the module, learners will have one further attempt at placement.</p>
Sample Assessment Materials	<p>Formative Assessment between the learner, host teacher, subject tutor and placement supervisor. The purpose is to provide feedback so that the learner can gain an appreciation of personal strengths, areas of need and an evaluation of how the Learning Agreement is or is not being fulfilled.</p>

	<p>Summative Assessment takes place at the end of the placement and is made by the Teaching Placement Supervisor. In reaching an accreditation for each learner, the Placement Supervisor will reference school visit reports, feedback reports from host teachers and may consult with tutors and host teachers. Ongoing feedback occurs throughout each semester on an informal basis in tutorials. Further feedback may be requested or required on an individual basis. The basis for this assessment is the Learning Agreement and how well it has been carried out during practice placement</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: <i>Catholic Preschool and Primary Religious Education Curriculum for Ireland</i> (Dublin: Veritas, 2015)</p> <p><i>Grow in Love: The New Religious Education Curriculum for Primary School</i> (Dublin: Veritas, 2015)</p> <p>Government of Ireland (1999) <i>Primary School Curriculum</i>, Dublin: Stationary Office</p> <p>Other Reading: <i>Share the Good News: National Directory for Catechesis in Ireland</i> (Dublin: Veritas, 2010)</p> <p>Walsh, Brendan and Rose Dolan, <i>A Guide to Teaching Practice in Ireland</i> (Dublin: Gill and MacMillan, 2009)</p> <p>Bonfield, Tony and Kathleen Horgan, <i>Learning to Teach: Teaching to Learn</i> (Dublin: Gill Education, 2016)</p> <p>Carlow College (2017-18) School Placement Handbook</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall, Computer, Projector, Whiteboard</p>