Catechetics and Teaching Placement 2: Post-Primary

Section A: Headline Information	
Module title	Catechetics and Teaching Placement 2: Post-Primary
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Mary Dooley
Parent programme(s	BA (Honours) in Arts and Humanities
Stage of parent programme	4
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 3 of the programme or equivalent is required.
Pre-requisite module titles	Stage 2: Biblical Studies Stage 2: Christology: Encountering Jesus of Nazareth Stage 3: The Synoptic Gospels Stage 3: Fundamental Moral Theology **OR** Applied Christian Ethics Stage 3/4: World Religions (this must be taken in Stage 4 if not taken in Stage 3) Stage 3: Political Philosophy and Secular Belief Systems 1 OR 2 Stage 3: Philosophy of Religion
Co-requisite module titles	Applied Christian Ethics (if Fundamental Moral Theology was not taken at Stage 3) Additional 10 ECTS of Theology
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)	2

Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Cooperating Schools, Methodology Lecture Hall, Small Groupwork Room, I.T. Room, Computer, Projector, Whiteboard, Car, Full Driving Licence

Analysis of required learning effort

*Effort while in contact with staff

Classroom and demon-strations		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 post primary teaching and learning environment. This module is designed to enable learners to engage in observation and class based and whole-school teaching and learning activities. Learners are guided and empowered along his/her learning to teach journey. The range of teaching and learning activities increases incrementally throughout the programme and learners are assisted by the teaching placement supervisor and the class teacher to ensure that his/her practice is reflective of professional knowledge and his/her own personal commitment to the pupils' wellbeing and learning. There is an integrated focus on inclusion and differentiation on each placement. On completion learners will demonstrate that they have advanced knowledge of key theories, ideas and modes of analysis in a range of post-primary teaching skills. Learners will demonstrate mastery of written and verbal skills through methods of critical analysis, 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. Learners at this

	level will consistently demonstrate the following attributes: Collaboration, Commitment, Ethics, Knowledge, Inclusion and Reflection. In particular this module meets IPLO'S 1, 2, 4, 6, 7
Module Aims and Objectives	This module aims to build on the knowledge and experience of the pre-requisite module of Teaching Placement Primary 1. This placement prioritises learning about post primary teaching. It provides the opportunity for learners to develop their ability to plan for different class levels and to develop their ability to manage a post primary class while recognising that this is the learner's second teaching placement. The placement combines teaching and non-teaching activities and learners will be required to maximise whole school learning opportunities which the placement provides.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Demonstrate a developing competence in engaging with children to promote their learning (MIPLO 1) 2. Demonstrate a development competence in planning for pupils of all abilities (MIPLO 2) 3. Demonstrate a developing competence in maintaining effective classroom management (MIPLO 7) 4. Reflect critically on and document their development as learner teachers and demonstrate their ability to engage in critical reflection with their tutor, class teacher and peers (MIPLO 7,8) 5. Demonstrate competence in working as a team member (MIPLO 8)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. 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. Diploma Supplement contains module name, code, stage and ECTS. Catechetics and Placement Handbook (Updated Annually)
Module Content, Organisation and Structure	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 Study Presentations. Similar to previous placements TP2 combines observation and whole class teaching though the teaching load is significantly increased on TP2. All areas of the post-primary curriculum are taught and the learner teacher is visited by a school placement tutor on three occasions throughout the placement – 1 announced and 2 unannounced visits. The key focus of this placement is to allow learners to plan for different class levels and to develop their ability to manage a post-primary class while recognising that this is the learner's second teaching placement. Pre-Placement Methodology Sessions NCCA Post-Primary School Curriculum Stages of Faith and Stages of Moral Development: Fowler and Kohlberg Development of Christian Identity in Adolescent

	Anthropological Approach to Religious Education: Groome Principles of Adult Learning Practice Placement: Supervision in Teaching Practice Post-Placement Evaluation Course Revision
Module Teaching and Learning Strategy	Lectures, tutorials, methodology seminars, practice-based placement, Reflective Journaling, web facilitated learning Methodology seminars are grounded in the core principles underpinning this post-primary programme, namely building upon the learners' placement experience as they progress through the programme. Tutorials enable learners to link theory and practice on each placement and particularly to consider issues studied in the foundation modules. Reflective Practice enables learners to embrace sociological and psychological thinking and ideas in their reflective practice journal during teaching placement Teaching Practice Placement takes place throughout the academic year and the key principles of the NCCA Post-Primary School Curriculum help to exemplify the learning process. Web facilitated learning is accommodated through Moodle
Work-Based Learning and Practice-Placement	Teaching Placement Methodology Lectures run from September to Halloween. These lectures run in tandem with Catechetics and Placement Lectures and Tutorials. Practice Placement runs from Halloween to Easter each year. Placement involves the learner teaching two class periods of Religious Education each week in a Post-Primary School setting.
E-Learning	Weekly Lecture Notes posted on Moodle Teaching Resources posted on Moodle Learners submit written assessment through Moodle (turn-it-in)
Specifications for Module Staffing Requirements	Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners Staffing requirements: 1 lecturer with teaching and/or experience in the relevant area. However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.
Module Summative and Formative Assessment Strategy	This Module is assessed by the following: Supervised Teaching Placement Portfolio: 50% Teaching Placement Inspection Visits x 3: 30% (3 x 10%) Reflective Journal: 20% Attendance at placement preparation classes (methodology) is mandatory. This module will be assessed in a formative manner leading to a summative assessment. Teaching Placement Inspection Visits will be graded after each visit. In order to pass this module, learners need to receive an overall pass grade on the placement for the Teaching Placement Supervisor. In the event of failing the module, learners will have one further attempt at placement.
Sample Assessment Materials	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.

	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 Teaching and Learning Portfolio, Reflective Journal, Learning Agreement and Case Study.
Reading Lists and Other Information Resources	**Essential Reading:** Cohen, L. Manion, L., Morrison, K. and D. Wyse, *A Guide to Teaching Practice,* 5th edn (London: Routledge, 2010) Bonfield, Tony and Kathleen Horgan, *Learning to Teach: Teaching to Learn* (Dublin: Gill Education, 2016) *Framework for Junior Cycle 2015* (Dublin: Department of Education and Skills, 2015) **Other Reading** Birch, Ann *Developmental Psychology: From Infancy to Adulthood,* 2nd edn (New York: Palgrave, 1997) Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning* (San Francisco: Harper and Row, 1978) Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision* (San Francisco: Harper and Row, 1980) **Essential Viewing:** http://juniorcycle.ie/NCCA_JuniorCycle/media/NCCA/Documents/Framework-for-Junior-Cycle-2015-2.pdf
Module Physical Resource Requirements	Lecture Hall, Computer, Projector, Whiteboard