H6IET: Introduction to Irish Education and Training

Module Code:	H6IET
Long Title	Introduction to Irish Education and Training APPROVED
Title	Introduction to Irish Education and Training
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	5
Module Coordinator:	ARLENE EGAN
Module Author:	Laura Costelloe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Describe the evolution and current provision of education and training in Ireland including focus on either Early Childhood Education or Adult Workforce Education.
LO2	Distinguish between the provision of education and training in variety of sectors in Ireland.
LO3	Describe the key policy developments that have impacted on the Irish education and training sectors, with particular focus on the ECE and AWE sectors.
LO4	Discuss the provision of education/training in a sector of their choosing (ECE or AWE).

Dependencies
Module Recommendations
No recommendations listed
Co-requisite Modules
No Co-requisite modules listed
Entry requirements

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Module Content & Assessment

Indicative Content

Evolution and Current Provision of Education and Training
• Overview of the Irish education and training sector, both in the formal and informal sectors (including "but not limited to" early childhood education settings such as preschools, childminders, crèches, after-school servces etc., formal education settings (primary, secondary and higher education), adult, further and community education, training and workforce education). Introduction to the structural and legislative framework within which the Irish education system operates.- Introduction to the structural and legislative framework within which the Irish education system operates.

Distinction between the provision of education and training in a varie
- Key characteristics underpinning the historical development and structural reality of the Irish education and training sector; - Current trends and leading principles in various sectors in Irish education and training, with particular focus on the ECE and AWE sectors.

Key stakeholders and policy developments
- Key stakeholders and influences on the development of the education and training sector in Ireland (e.g. Department of Education & Skills, Síolta, Aistear, SOLAS, QQI, Teaching Council, HEA, HETAC. etc.). • - Key stakeholders and influences on the development of the education and training sector in Ireland (e.g. Department of Education & Skills, EYEPU, Irish Montessori Education Board, NCNA, IPPA, ECI, Association of Childhood Professionals, Siolta, Aistear, SOLAS, QQI, Teaching Council, HEA, HETAC etc.). - Introduction to key policy developments that have impacted on the evolution of the Irish education and training sector, with particular focus on the ECE and AWE settings.

Focus on ECE/AWE
• - Seminars which focus on the provision of education and training in learner's own particular field of interest, i.e. AWE/ECE. For example: ECE – The parent as the primary educator of the child in the constitution, the introduction of Montessori to Ireland and it's recognition by the Department of Education, the rise of the Irish Pre-School & Play-Groups Association (IPPA) and childminders, Junior cycle of the National School Curriculum, National Children's Nurseries Association, the development of the White Paper Play to Lean, The Early Years Education Policy Unit within the Department of Children, National Play Policy, Early Childhood Ireland, Tusla etc. AWE – the growth of formal and informal learning and development contexts; the growth of the FE sector; adult and lifelong learning; training, learning and development in corporate contexts; organisational learning; the development of SOLAS; community education; alternative education settings e.g. prisons, Youth Reach etc.

Assessment Breakdown	%
Coursework	50.00%
End of Module Assessment	50.00%

Assessments

Full Time

Coursework

Assessment Type:	Presentation	**% of total:**	50
Assessment Date:	n/a	**Outcome addressed:**	1,2,3,4
Non-Marked:	No		

Assessment Description:
Presentation which introduces the role, structure and function of an education provider of their choosing, accompanied by a one page handout and supplementary materials (as appropriate).

End of Module Assessment

Assessment Type:	Terminal Exam	**% of total:**	50
Assessment Date:	End-of-Semester	**Outcome addressed:**	1,2,3,4
Non-Marked:	No		

Assessment Description:
n/a

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

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Module Workload				
Module Target Workload Hours 0 Hours				

Workload: Full Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Lecture	No Description	24	Once per semester	2.00
Independent Learning	No Description	101	Once per semester	8.42
			Total Weekly Contact Hours	2.00

Workload: Part Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Independent Learning	No Description	8.5	Once per semester	0.71
Lecture	per week	2	Once per semester	0.17
			Total Weekly Contact Hours	0.17

Module Resources

Recommended Book Resources

Coolahan, J.. (1981), Irish Education: its history and structure, Institute of Public Administration, Dublin.

Hayes. N. (2006), Early Childhood Education and Care, A Decade of Reflection 1996-2006, Centre for Social & Educational Research, Dublin.

Mhic Mhathuna, M. and Taylor, M.. (2012), Early Childhood Education and Care: an introduction for students in Ireland, Gill & Macmillan, Dublin.

NCCA (National Council for Curriculum & Assessment). (2009), Aistear the Early Childhood Curriculum Framework, NCCA, Dublin.

Supplementary Book Resources

Anning, A., Cullen, J. and Fleer, M.. (2009), Early Childhood Education: society and culture, 2nd ed.. Sage, London.

Centre for Early Childhood Development and Education. (2006), Siolta, the National Quality Framework for Early Childhood Education, Centre for Early Childhood Development and Education, Dublin.

Drudy, S.. (2009), Education in Ireland: challenge and change, Gill and Macmillan, Dublin.

Hayes, N.. (2007), The Framework for Early Learning, a background paper: perspectives on the relationship between education and care in early childhood, National Council for Curriculum and Assessment, Dublin.

McManus, A.. (2014), Irish Education:The Ministerial Legacy,1919-1999, The History Press, Dublin.

Raftery, D. and Fischer, K.. (2014), Educating Ireland: schooling and social change, 1700-2000, Irish Academic Press, Sallins.

Recommended Article/Paper Resources

Corrigan, C.. (2004), OECD thematic review of early childhood education and care background report:Ireland,
http://www.oecd.org/education/school/344 31749.pdf

Department of Education and Skills. (2010), A workforce development plan for the early childhood care and education sector in Ireland,
http://www.dcya.gov.ie/documents/earlyye ars/workforce_dev_plan.pdf

Department of Education & Science. (2000), Learning for Life: White Paper on Adult Education,
https://www.education.ie/en/Publications /Policy-Reports/fe_aduled_wp.pdf

Department of Education & Science. (1995), Charting our Education Future: White Paper on Education,
https://www.education.ie/en/Publications /Policy-Reports/Charting-Our-Education-F uture-White-Paper-On-Education-Launch-Co py-1995-.pdf

McGuinness, S, Bergin, A. Kelly, E., McCoy, S., Smyth, E., Whelan, A. and Banks, J.. (2014), Further Education and Training in Ireland: past, present and future,
http://www.esri.ie/UserFiles/publication s/RS35.pdf

SOLAS. Further Education and Training Strategy 2014-2019,
https://www.education.ie/en/Publications /Policy-Reports/Further-Education-and-Tr aining-Strategy-2014-2019.pdf

Other Resources

[Website], Citizen's Information,
http://www.citizensinformation.ie

[Website], Department of Children and Youth Affairs,
http://www.dcya.ie

[Website], Department of Education and Skills. Education System,
http://www.education.ie/educationsystem

[Website], Síolta: The National Quality Framework for Early Childhood Education,
http://www.siolta.ie

[Website], Solas: Further Education and Training Authority,
http://www.solas.ie

Discussion Note: