H7PPI: Policies and Practice in Irish Education

Module Code:	H7PPI
Long Title	Policies and Practice in Irish Education APPROVED
Title	Policies and Practice in Irish Education
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	5
Module Coordinator:	ARLENE EGAN
Module Author:	Leo Casey
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	Discuss the development of policy and practice in Ireland in relation to AWE and ECE.
LO2	Appreciate the factors that have impacted on the shape of educational policy and practice in Ireland.
LO3	Identify how policy is translated into practice
LO4	Discuss current debates in relation to policy and practice in Irish education.
LO5	Critically analyse policy developments and their impact on the Irish education landscape, with particular reference to one's own chosen field of study (i.e. 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

Education Policy and Practice
• Introduction to the role of policy in determining practice in Irish education, the key players who lead the development of policy such as the Irish Government, the EU, The NCCA, The Teaching Council and examples of the most recent policy documents such as The White Paper on Irish Education, The White Paper on Further Education, the Aistear and Siolta Curricula documents, the HEA Strategy for Higher Education 2030, the Action Plan for Solas, the FET body and the range of policy documents in relation to ICT in education, Literacy and Numeracy, 2nd Language Acquistion and Interculturalism in schools.

Factors that impact on Policy development
Students will be introduced to a range of factors that have impacted on policy developments in Irish education in recent years. These will include the changing cultural demographic in Ireland, the move to a more inclusive approach to education for a diversity of learners, the emphasis on a more learner centred approach to teaching and assessment, the continuum between ECE and Tertiary education, workplace learning and the influence of employers on skills and competencies required from education in order to service the Irish market. This aspect of the module will link these policy factors to developments in the EU and the OECD and how these impact within Ireland such as the publication of the PISA reports and the OECD Education at a Glance Report.

Policy into Practice
The module will identify the process of translating policy into practice, the factors that inhibit and the factors that support this process and through the use of examples such as the Policy on Interculturalism and the Aistear Programme demonstrate how these processes are undertaken.

Current Policy Debates
A number of current policy issues will be introduced to te students including the Code of Professional Practice developed by the Teaching Council, the recommendations for pre-service training and in-service CPD and the challenges around the implementation of these recommendations. The practice implications for legal policy in the area of Children's Rights will be addressed in this section.

Policy in ECE/AFE
Seminars to introduce students to the most recent policies in their own particular field and the processes of implementing these policies in practice.

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Essay	**% of total:**	60
Assessment Date:	n/a	**Outcome addressed:**	1,2,3,4,5
Non-Marked:	No		
Assessment Description: n/a			

Assessment Type:	Presentation	**% of total:**	40
Assessment Date:	n/a	**Outcome addressed:**	1,2,3,4,5
Non-Marked:	No		
Assessment Description: Group Presentation			

No End of Module Assessment

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

Module Resources

Recommended Book Resources

Kilkelly, U.. (2008), Children's Rights in Ireland: law, policy and practice, Totell Publishing, London.

McNamara, G., Mulcahy, C. and O'Hara, J.. (2004), An analysis of the training needs of trainers in the further Education sector in Ireland, Oideais, Dublin.

O'Buachalla, S.. (1988), Education Policy in Twentieth Century Ireland, Wolfhound Press, Dublin.

Tovey, H. and Share, P.. (2000), A Sociology of Ireland, Gill & Macmillan, Dublin.

Recommended Article/Paper Resources

Conway et al.. (2009), Learning to Teach and its Implications for the Continuum of Teacher Education: a nine-country cross-national study,
http://www.teachingcouncil.ie/_fileuploa d/Publications/LearningToTeach-ConwayMur phyRathHall-2009_10344263.pdf

Department of Education and Skills. (2011), National Strategy for Higher Education to 2030,
http://www.hea.ie/sites/default/files/na tional_strategy_for_higher_education_203 0.pdf

Department of Education and Skills. (2004), A Brief Description of the Irish Education System,
http://www.education.ie/en/Publications/ Education-Reports/A-Brief-Description-of -the-Irish-Education-System.pdf

Devine, D.. (2000), Constructions of childhood in school: power, policy and practice in Irish education, International Studies in Sociology of Education, Vol 10,
http://www.childrensdatabase.ie/database -project/document.asp?DocID=445

Duignan, M. (2004), Reflections on a national review of policy, research and practice in Ireland, Proceedings of a conference on Defining, Assessing and Supporting Quality in Early Childhood Care and Education,
http://www.cecde.ie/english/pdf/conferen ce_papers/DuignanQoQ.pdf

Expert Group on Future Skills Needs. (2011), Developing Recognition of Prior Learning (RPL): the role of RPL in the context of the National Skills Strategy Upskilling objectives,
http://www.skillsireland.ie/media/egfsn1 10411-developing_recognition_of_prior_le arning.pdf

French, G.. (2007), Children's Early Learning and Development: a research paper,
http://www.ncca.ie/en/Curriculum_and_Ass essment/Early_Childhood_and_Primary_Educ ation/Early_Childhood_Education/How_Aist ear_was_developed/Research_Papers/Childr ens_learning_and_dev.pdf

Hayes, N.. (2002), Children's Rights - Whose Right? A review of child policy development in Ireland,
https://www.tcd.ie/policy-institute/asse ts/pdf/BP9_Children_Hayes.pdf

Hayes, N.. (2010), Childcare? Early childhood education and care? Towards an integrated early years policy for young children in Ireland, Early Years: an international research journal, 30(1).

Irish Statute Book. (2013), Child Care (Amendment) Act 2013,
http://www.irishstatutebook.ie/pdf/2013/ en.act.2013.0005.pdf

McNamara, G., Mulcahy, C. and O'Hara, J.. (2004), An analysis of the training needs of trainers in the further education sector in Ireland, Oideas.

O'Sullivan, D.. (1992), Cultural strangers and educational change: The OECD Report In- vestment in Education and Irish Educational Policy, Journal of Educational Policy, 7(5).

SOLAS. Further Education and Training Strategy 2014-2019,
http://www.education.ie/en/Publications/ Policy-Reports/Further-Education-and-Tra ining-Strategy-2014-2019.pdf

Teaching Council. (2013), Code of Professional Practice for Teachers,
http://www.teachingcouncil.ie/_fileuploa d/Professional%20Standards/code_of_condu ct_2012_web%2019June2012.pdf

Teaching Council. (2011), Policy on the Continuum of Teacher Education,
http://www.teachingcouncil.ie/_fileuploa d/Teacher%20Education/FINAL%20TC_Policy_ Paper_SP.pdf

Other Resources

[Website], Department of Education and Skills. Policy Reports,
http://www.education.ie/en/Publications/ Policy-Reports

[Website], PSI Working Group on Equality and Inclusive Practice,
http://www.psihq.ie/equality-inclusive-p ractice

[Website], Siolta,
http://www.siolta.ie

[Website], DES,
http://www.education.ie/en/Publications/ Policy-Reports

Discussion Note: