



## HIGHER DIPLOMA IN ARTS IN PRIMARY EDUCATION

### OVERVIEW

Hibernia College's Higher Diploma in Arts in Primary Education (HDAPE) was established to encourage a broader range of people to consider primary school teaching as a profession by providing a more flexible route to becoming a fully qualified teacher.

From its first intake of students in 2003, the programme grew to the point where it provided more primary school teachers each year than any other course in the country. Graduates of the HDAPE work as teachers and principals in schools nationwide and are highly regarded by the teaching community. The programme led to a HETAC Level 8 award and was professionally accredited by the Teaching Council of Ireland.

### SYLLABUS

#### FOUNDATIONS OF EDUCATION

- Familiarise students with the underpinning concepts of the foundation disciplines of education and to enable them to consider their contribution to educational policies and practices
- Enable students to develop a conceptual framework that will inform their practice
- Promote critical debate and reflection on education today

#### TEACHING PEDAGOGY 1: PHYSICAL, ARTS AND EARLY CHILDHOOD EDUCATION

- Provide students with knowledge of the role of play in teaching and learning in the Early Years class room
- Enable students to examine effective strategies for assessment, teaching and learning in the Early Years classroom
- Examine the six central methodologies of the curriculum in the context of the various subjects
- Afford students the opportunity to critically examine effective strategies that enhance pupils' learning in physical and arts education

#### TEACHING PEDAGOGY 2: LANGUAGE, LITERACY AND NUMERACY

- Provide the student with a knowledge of the guiding principles of the curriculum
- Examine the six central methodologies of the curriculum in the context of the various subjects
- Highlight recommended assessment strategies to appraise effectiveness of pupil learning in the context of the various subjects
- Enable students to critically examine the role of assessment in enhancing pupil learning
- Afford students the opportunity to critically examine effective strategies for developing language, literacy and numeracy in the primary school classroom
- Ensure that student teachers are able to integrate technology into teaching and to use technology as a tool to promote inclusion



## SYLLABUS

### TEACHING PEDAGOGY 3: SOCIAL, SCIENTIFIC, PERSONAL AND R.E.

- Examine the six central methodologies of the curriculum in the context of the various subjects
- Highlight recommended assessment strategies to appraise effectiveness of pupil learning in the context of the various subjects
- Enable students to critically examine the role of assessment in enhancing pupil learning
- Afford students the opportunity to critically examine effective strategies that enhance pupils' learning in social, scientific and personal education
- Inform students about the fundamental beliefs of different faiths, including the Roman Catholic doctrine, and explain how they are applied in the teaching of Religious and Ethical Education in primary school classes

### GAEILGE

- Grammatical accuracy
- Vocabulary
- Reading
- Comprehension
- Aural comprehension
- Oral language
- Writing
- Pronunciation
- Appropriate contextual use of language

### TEACHING PRACTICE

- Introduce students to classroom practice
- Initiate the practice of reflection as a teacher
- Enable students to consider the role of the teacher in facilitating pupil learning
- Afford students the opportunity to observe best practice in a classroom
- Highlight the theories of effective assessment, teaching and learning and their application to real classroom situations
- Provide students with the essential teaching skills and competencies to teach in the modern classroom

### ADVANCED TEACHING PRACTICE

- Provide students with advanced teaching skills and competencies to take full responsibility for teaching all day
- Afford students the opportunity to observe best practice in diverse educational settings that take account of a range of pupils' abilities
- Provide students with the knowledge and skills to participate fully as professional members of a school community



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## COURSE INFORMATION

On successful completion of the programme, students will:

- Demonstrate their commitment to the standards of professional conduct as set out in the Teaching Council's Code of Professional Conduct for Teachers
- Recognise the role of teachers as active partners with school management and parents in developing a positive environment for teaching and learning
- Communicate effectively with pupils, colleagues and members of the wider school community
- Evaluate the underpinning principles of the primary school curriculum, and apply these principles to ensure that effective assessment, teaching and learning strategies provide a creative and enriching learning experience for all pupils
- Evaluate the factors that promote and hinder effective learning, and apply this knowledge to develop effective and creative assessment, teaching and learning strategies that recognise the individual potential of all pupils and provide for the holistic development of each child
- Plan, implement and evaluate lessons in every subject area of the primary school curriculum, taking account of integration and linkage across and within those subjects as well as using the underpinning active methodologies identified in that curriculum
- Select and employ classroom-management strategies that support differentiated learning in a safe, interactive and challenging environment across a range of classroom situations
- Identify and critically evaluate contemporary debates about the nature and purposes of education and the social and policy contexts in which the aims of education are defined and implemented
- Plan to improve the effectiveness of their practice through continuous reflection on that practice; seeking, accepting and acting on constructive advice
- Demonstrate their linguistic knowledge and skills to teach the curriculum
- Plan, implement and evaluate lessons in Religion that take account of the religious and ethical ethos of particular schools