



An Roinn Oideachais
Department of Education

Summer Courses for Teachers 2024

Providers' Handbook

Teacher Education Section
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Glossary

Aims	The statements that encapsulate the purpose of the course, the intended audience and the general intentions in terms of the overall learning for participants
Assignment	An engaging online activity or task designed to show the participant's achievement of the learning outcome(s)
Asynchronous learning	Asynchronous learning is used in online learning. It facilitates the participants to engage in independent learning. It includes activities such as watching pre-recorded lectures, reading assigned materials and participating in discussion boards/fora and uploading responses to materials during the course programme.
Course group	The organisation of participants into groupings of not more than twenty-five in face-to-face courses and not more than seventy-five in online courses
Criteria	The qualitative or quantitative statements by which the course is approved and evaluated
DEC	Drumcondra Education Centre
DE	Department of Education
Designer/author	The term used to describe the person with appropriate expertise who has designed and assembled the content in an online course
Director	The individual who has named responsibility for the management of the course
DT	Digital Technologies
EPV day	Extra personal vacation day. A teacher acquires an entitlement to these days based on the duration of their participation in a Summer Course(s)

e-tutor	The term used to describe the leadership role in an online course in which the tutor helps the learner, guiding his/her learning, rather than dictating or delivering content. He/she performs functions such as answering the participants' questions, managing forums, facilitating participation and evaluating assignments
Feedback	Specific comments, guidance and information provided by the tutor in response to a learner activity or assignment
Learning outcomes	Statements specifying what the participant will know, understand or demonstrate on the successful completion of a module or course unit. Learning outcomes should be SMART - specific, measureable, attainable, realistic and timed.
Learning record	A record of the learning for participants on a summer course, which contains a variety of artefacts that demonstrate the participants' attainment of the course learning outcomes. Learning Records may be created in hard copy or electronic formats.
Literacy	Refers to English or Irish, or both
Methodologies	The principles and strategies used for instruction by the tutor to achieve the desired learning for participants. These include lectures, workshops, podcasts, live tutorials etc.
Provider	Refers to the institution, education centre, company or other body who offers the course
Quality assurance manual	The published document outlining the processes and procedures that an online provider puts in place to monitor summer course provision in order to ensure that quality standards are met
School Self-Evaluation (SSE)	gov.ie - School Self-Evaluation - Primary 2016-2022 (www.gov.ie)

Summer course	Refers to a course that forms an integral part of primary teachers' professional learning in Ireland which is convened during dates agreed by the Department of Education
Synchronous learning	Synchronous learning involves participants and tutors working collaboratively at the same time for learning to take place. This includes tutor-lead online meetings/presentations when the whole group or smaller groups meet in real time. In synchronous learning the tutor supports the participants to engage with the course materials, stimulates live discussions and reflection and participants have opportunities to engage in personal and collective reflection and learning. Break-out rooms which facilitate engagement and discussion are features of online synchronous learning event.
TPL	Teacher professional learning is the term used to describe lifelong learning or continuing professional development/education for teachers
TES	Teacher Education Section of the Department of Education
Tutor	The term used to describe the leadership role in a face-to-face course in which the tutor helps the learner, guiding his/her learning. He/she presents content, facilitates discussion, promotes engagement, organises tasks and activities, and provide feedback to support learning

Introduction to the Providers' Handbook for Summer Courses 2024

- The summer course programme for primary teachers contributes to the continuum of teachers' professional learning, promotes innovation and excellence in teaching, learning and assessment, and is supportive of the goals set out in the Department's Statement of Strategy-Cumasú 2020-2023 and other national priorities relevant at this time. Courses are delivered in a variety of ways, comprising face-to-face, online and a blended mode of delivery.
- Thank you for your significant contribution and cooperation in delivering this important programme. Together, we will continue our efforts to improve the learning experiences of teachers, and to ensure that their learning has a lasting impact on pupils' learning outcomes and experiences.
- Teacher Education Section (TES), within the Department of Education, has responsibility for the summer course programme, and has an overall remit in overseeing the quality of TPL provision to support teachers and school leaders in implementing national policy priorities. The summer course programme is administered by the Drumcondra Education Centre (DEC).
- This is the second year of the three year cycle. In 2024 there are new national priorities for courses. Please see page 9.
- Providers may apply to run face to face courses, online courses (asynchronous); pilot course (which includes both synchronous (real time) and asynchronous modules) and blended learning courses. Courses can be provided from 1 July – 16 August inclusive. Further details on the pilot courses are provided on page 16.
- Only summer courses approved by the Department of Education, on the recommendation of the Inspectorate, are eligible for EPV days for primary teachers under the terms of Rule 58 in Rules for National Schools. A proportion of summer courses are inspected annually by the Inspectorate, on behalf of TES.

Purpose and characteristics of effective teacher professional learning (TPL)

Effective teacher professional learning (TPL) enhances the professional lives of teachers and has a direct impact on the quality of learning for pupils. The principal objective of the summer course programme is to advance the teaching, learning and/or management skills of teachers in order to bring about improved learning outcomes for pupils. In order to be effective, teachers' professional learning must be

underpinned by active learning, coherent content, and a focus on pupils' learning and enhanced teacher engagement. High-quality summer courses have the potential to enable teachers to develop a deep understanding of what and how they teach, and of how pupils learn.

Courses organised under the programme should reflect the principles of Cosán, Framework for Teachers' Learning, to ensure teachers' learning is of high quality and is able to adapt and respond to the evolving learning needs of children.

<https://www.teachingcouncil.ie/en/publications/teacher-education/cosan-framework-for-teachers-learning.pdf>

Courses should be designed to:

- Recognise teachers as autonomous and responsible learning professionals
- Acknowledge the need for flexible design that can be applied to a variety of learning contexts
- Facilitate teachers in identifying opportunities for quality learning and will allow for innovative approaches to quality assurance
- Recognise the importance of teachers having access to rich and varied learning opportunities
- Provide an opportunity for teachers and stakeholders to acknowledge and recognise teachers' learning
- Facilitate teachers in valuing their learning and in prioritising learning that benefits them and their learners.

A focus on quality

This Handbook sets out clear expectations for the purpose of promoting and assuring quality in the organisation and delivery of summer courses. The Inspectorate undertakes a quality assurance role in the approval and evaluation of the summer course programme for teachers. Further details on the evaluation of summer courses is found on page 17.

A three-year approval cycle

A three-year approval cycle commenced in 2023 for those summer courses which carry an entitlement of extra personal vacation (EPV) days for primary school teachers. This is the second year of the cycle. Courses approved in 2023 **may** remain approved for three years in total (2023-2025).

Courses, which were evaluated by the Inspectorate and had stipulations attached, and as a result, had their approval withdrawn, must be re-submitted in 2024 for approval. Courses where issues of plagiarism and/or copyright were identified must also go through the approval process again in 2024.

Please note, that there are new national priorities applicable to 2024 and providers are advised to study these priorities before completing the application process.

This Handbook sets out the administrative requirements and criteria for the approval and delivery of summer courses for teachers, which carry an entitlement of extra personal vacation (EPV) days for primary teachers. The primary aim of the booklet is to promote and assure quality in all aspects of the programme.

Categories of courses for 2024

Providers of courses for 2024 are now invited to submit applications for the following categories

1. The Teaching of English/Gaeilge based on the Primary School Language Curriculum / Curaclam Teanga na Bunscoile 2019. (2019)
2. The teaching of STEM (Science, Technology, Engineering and Mathematics). Courses in STEM should reflect the updated Mathematics Primary School Curriculum (2023)
3. English as an Additional Language
4. Language upskilling (including French / German / Spanish) in preparation for the introduction of Modern Foreign Languages (MFL) as part of the Primary Curriculum Framework for stages 3 and 4 of primary school (NCCA, 2023; Circular Letter 0017/2023)
5. The Inclusive Classroom
6. Education for Sustainable Development
7. Teaching and learning in the other curricular areas (including creativity and innovation in teaching, learning and assessment)
8. Leadership and management in the primary school

9. Wellbeing which focuses on the implementation of the Department of Education (2022) Cineáltas: Action Plan on Bullying Ireland's Whole Education Approach to preventing and addressing bullying in schools
10. Special Educational Needs

Figure 1 The national priorities for the various categories of courses for inclusion in the summer course programme 2024

Course requirements

In order for courses which carry an entitlement of extra personal vacation days to be approved:

- Teachers' learning outcomes and experiences in language courses in English and in Irish should be underpinned by the aims and pedagogical principles of The Primary Language Curriculum/Curaclam Teanga na Bunscoile 2019.
- Course content, where applicable, should make meaningful links to the content and the methodologies outlined in the Primary School Curriculum (1999, 2019, 2023), and promote reflection, creativity, innovation and excellence in teaching, learning and assessment. Courses in mathematics, STEM and creativity should align with the principles of the Primary Mathematics Curriculum (2023)
- Strategies to promote School Self-Evaluation should underpin the design and content of all courses. The course design and learning outcomes for teachers should be informed by the document, Looking at Our School 2022-A Quality Framework for Primary Schools and Special Schools (DE, 2022). Please see section below for further details of school self-evaluation requirements
- Course design, content and learning outcomes for teachers should be informed by the current Department of Education policies and strategies, the Primary School Curriculum (1998, 2019, and 2023) and be focused on improving and promoting innovation and excellence in teaching, learning and assessment.
- Course design and content should be the provider's original work and design. Providers should ensure that their courses, and the resources that are used do not plagiarise or infringe a person's/organisation's copyright or any other intellectual property rights, including but not limited to plagiarism. Providers who include the work, images, ideas, opinions, electronic resources, handouts, powerpoint presentations,

recordings, music, video clips or software of others, without properly acknowledging the source and without the source's written permission **will have the recognition for their courses withdrawn for the current cycle of the summer course programme.**

- The course provider must have systems in place so as to **provide inspectors with non-editing administrative access to the course**. Upon request, access to up-to-date information on all aspects of online courses, such as registration and completion numbers, the number of participants assigned to a dedicated tutor, hours logged, assignments, relevant communications, participant feedback etc. must be provided. **Where such systems are not in place, approval for the course will be withdrawn by TES.**
- **Learning records:** All participants should have the facility to take their learning record away. In online and blended courses, learning records should be in electronic format and at a minimum must contain the **six completed assignments** and all posts to the forums by the participant. The learning record may contain tasks, work samples, assignments, photographs, reflections and other artefacts that demonstrate their learning during the course. In face-to-face courses, the learning records may be either in hard-copy, or providers may choose to provide a platform for electronic records of learning.
- Learning records must also contain a CPD log. For online courses, the log should verify that the participant has completed
 - a minimum of ten hours of learning online and
 - 10 hours (self-verified) allowable for other learning activities.

In addition it should be noted that for the Summer Course Programme 2024, it is also open to providers to move to rebalancing the format of online courses, for example, by facilitating more asynchronous learning (e.g. providing 13 hours synchronous learning online) and reducing the number of self-verified hours for offline learning (e.g. 7 hours self-verified learning offline).

- Providers must ensure that all reading material and research provided to participants are of the highest quality, up-to-date and are in line with best practice and DE policies and strategies. Reading materials and research should be selected as far as possible, that is based in the Irish context.
- Courses may be offered from 1 July – 16 August 2024 inclusive.
- For online providers of multiple summer courses, numbers of participants completing 3 courses, 2 courses and only 1 course will be required as part of the statistical returns.
- Please note, multiple choice questions (MCQs) **are no longer accepted** as

appropriate learning tasks to assess participants' learning on the course

TES reserves the right to withdraw approval of a course where the specific content of the course, or the course materials and resources do not reflect national policy; where course content plagiarises an individual/organisation's work or where full administrative access is not provided to the inspector to review the full online course

Please remember:

- **Summer course applications must be submitted in .pdf format, following the naming convention summercoursetitle.pdf (i.e. **PEintheprimaryclass.pdf**). Providers are required to use the application forms provided in this handbook.**
- For all courses approved for 2024, a certificate specific to face-to-face, online or blended learning will be issued to participants by the course provider. Certificates will contain a record of the date on which the participant commenced the course and also the date on which the course was completed by the participant.
- Where a participant has registered for more than one course, courses may only be completed **consecutively** rather than **concurrently**. This means that teachers can only undertake one course at a time. A record of participant attendance e.g. logs of engagement at asynchronous sessions must be available for inspection.
- All online providers must submit an updated quality assurance manual in 2024. The updated manual will include the provider's commitments to ensuring that copyright of materials is not breached and their undertaking that plagiarism will be avoided. Evidence of permission to use third party materials should also be provided.

Requirement for the cancellation of summer courses

It is the responsibility of the provider to ensure that sufficient numbers of registered teachers are enrolled in order for a course to go ahead. To ensure the smooth running of the summer course programme, **all providers must confirm to Drumcondra Education Centre** by 4 pm on 21 June 2024 that they have **sufficient** numbers registered and that their advertised courses are going ahead. This will ensure that affected teachers will have sufficient time to apply for an alternative course.

School self-evaluation

Looking at our School 2022: A quality Framework for Primary Schools and Special Schools (<https://www.gov.ie/en/publication/b1bb3-looking-at-our-school-2022/>).

In considering the design and implementation of summer courses, providers are required to ensure that each course reflects the principles of the DE policy framework, **Looking at our School (LAOS) 2022: A quality framework for Primary Schools and Special Schools**.

This framework provides a shared understanding of what effective and highly effective learning, teaching, leadership and management practices look like in the Irish school system. It follows on from the 2016 publication of the same name and provides a unified and coherent set of standards for two dimensions of the work of schools in terms of **learning and teaching**, and **leadership and management**.

The framework sees excellence in teaching as the most powerful influence on pupil achievement. It acknowledges the agency of teachers in making informed and reflective professional decisions about learning and teaching in line with the curriculum and the needs of the children. The framework is also used to inform the design of continuing professional learning for teachers and school leaders (LAOS, 2022, p.6). It recognises and identifies the importance of career-long professional development for teachers, and firmly situates reflection and collaboration at its heart.

In the section on **Leadership and Management**, the domain of Leading Learning and Teaching recognises and promotes teachers' professional development to support high-quality teaching and to improve pupil learning. The framework recognises teachers' collaboration as essential to developing schools as learning organisations (LAOS, 2022, p22). Building this collaboration and potential for more active learning into course design will promote the principles of the framework as well as the Cosán framework, and will also facilitate teachers to learning individually and collectively and to build their professional capacity to support continuous school improvement. Therefore, time for guided reflection, collaborative discussion, the sharing of ideas and approaches are essential in all formats of effective teacher professional learning.

SSE is about empowering schools to take a look at how they teach and how pupils learn. It helps schools to make **small but meaningful changes** to improve outcomes for learners. SSE provides an opportunity to reflect, to consider, and to take stock of what has worked, what has not, and for whom. Engaging with the SSE process provides an opportunity to critically reflect on current provision and to celebrate successes. It facilitates identifying areas which could be **improved** to benefit pupil learning experiences and outcomes. It provides an opportunity to respond flexibly to challenges as they arise – something which is particularly relevant at this time.

Primary SSE Website [gov.ie](http://www.gov.ie) - [School Self-Evaluation - Primary 2016-2022](http://www.gov.ie)
(www.gov.ie)

When devising courses, providers should ensure that participants are provided with opportunities to engage meaningfully with the SSE process through the course content and course activities and learning tasks. In line with the principles of LAOS and the Cosán Framework, teachers should be provided with opportunities to engage in reflection, collaborative discussions, review of resources and research in all course formats.

Course formats

Organising a summer course in 2024

The summer course programme 2024 may commence on Monday, 1 July 2024, and all courses will be completed by 5pm on Friday, 16 August 2024

All contact with Drumcondra Education Centre (DEC) on the summer course programme will be through this email address: **summercourses@ecdrumcondra.ie**

Providers may apply to run courses in the following course format:

Face-to-face course

- Courses will run for five consecutive days (excluding weekend days)
- A minimum of ten registered teachers will be enrolled for a course to proceed
- A maximum of twenty-five participants will be placed with one tutor in a group
- Course providers may apply to run consecutive iterations of the course
- The course contact time will be a minimum of four hours per day
- One thirty-minute break will be provided each day (this is in addition to the four hours contact time)
- Participants will compile a learning record that demonstrates their attainment of the course aims and learning outcomes
- **Providers must ensure that, in the event of illness or any other occurrence, contingency measures such as suitably qualified tutors are available to lead courses.**

Blended learning

- A 20-hour blended learning course will consist of onsite learning over two days (eight hours) and the remainder of the learning (12 hours) will be facilitated in four-hour online modules.
- A minimum of ten registered teachers will be enrolled for a course to proceed and

a maximum of twenty-five participants will be placed with one tutor in a group for the onsite/live on-line sessions

- One thirty-minute break will be provided during each of the onsite days
- The online component will be made available from 1 July – 16 August 2024
- **Providers must ensure that, in the event of illness or any other occurrence, contingency measures such as suitably qualified tutors are available to lead courses**

Online learning courses

- Courses will be 20 hours in duration and will be organised into five modules which will comprise 10 hours asynchronous learning and a further 10 hours which is timetabled for offline research by the participant.
- Courses will be available from 1 July – 16 August 2024
- A minimum of ten registered teachers will be enrolled for a course to proceed. The number of registered participants may not exceed 75 in a course group assigned to a specific/dedicated tutor. This applies even when teachers are registered but have not begun, or are not active
- Participants will have opportunities during asynchronous learning to reflect on their learning, reflect on practice and the application of course's principles in their own context/setting.
- The asynchronous elements of the courses, including the mode of delivery and participant experience, should provide high-quality learning experiences which are focused on improving teaching approaches and enhancing learner outcomes at the different class levels of the primary school.
- Course providers may apply to run consecutive iterations of the course, with a dedicated e-tutor for each iteration
- The provider of online courses must provide a timetable for participants and this timetable must be submitted with the course application.
- **Providers must ensure that, in the event of illness or any other occurrence, contingency measures such as suitably qualified e-tutors are available to lead courses .**

It should be noted that for 2024 Summer Courses it is also open to providers to opt to:

- **move to rebalancing the composition of the courses, for example, to 13 hours online and 7 offline;**
- **offer online courses of shorter duration, for example, 4 weeks;**
- **implement a lower ratio of tutor to participants, for example 1:50.**

Synchronous pilot

Some providers already offer synchronous delivery as part of their summer course programme. This includes the very successful EAL course co-ordinated by ESCI that ran in summer 2022 and again in 2023.

The Department welcomes providers who have expressed an interest in running a pilot summer course(s) with a synchronous component in 2024.

Teacher Education Section, in collaboration with the Inspectorate, will gather and review findings from the synchronous pilot and the findings from this pilot will inform future developments in this area.

The summary overview of the format of the courses is provided in the figure below:

Breakdown of hours per course type					
Type of course	Face to face hours	Synchronous hours	Asynchronous hours	Offline	Total
Face to face	20				20
Blended	8	12			20
Online	0		10	10	20
Online pilot with synchronous provision	0	Provider selects % of synchronous for pilot	Provider selects % of asynchronous for pilot	5	20

Figure 2 Summary of course formats in terms of hours for face to face, synchronous and asynchronous learning

Applying to run a course

An electronic copy of the online application form, available on the Drumcondra Education Centre website, **must** be received by Drumcondra Education Centre **by 4pm on Friday, 1 March 2024**

Electronic copies should be emailed to **summercourses@ecdumcondra.ie**

However, where an evaluation report furnished by the Inspectorate (on a course which was offered in 2023) recommends the withdrawal of approval for a summer course, a new application form must be submitted in 2024 and must set out how the provider will address the stipulations set out in the report.

Where breaches of copyright and/or plagiarism or the appropriation of others work have been identified in a course by the Inspectorate or through Teacher Education Section or through other sources, the provider will need to submit a new application form for approval and must set out how the provider will ensure that similar breaches of copyright, and/or plagiarism or appropriation of others' work will not occur. If the provider intends to use materials from other sources or intends to incorporate such work or material, in whole or in part, in their courses, a copy of the source's permission should be submitted with the revised application.

All providers of online courses are required to submit their quality assurance manual for review in 2024.

The manual must highlight the measures the provider is taking to ensure that all course content is original to the provider and must outline how the courses devised are not breaching copyright. The provider must give an undertaking that its courses and the resources that are used are original to the provider and do not include the work of others or other organisations without written permission from the original source.

The manual must also provide assurances that the provider will give full administrative access to the Inspectorate to all elements of the course.

Failure to provide these assurances will result in courses not being approved for 2024.

Protocols for online learning and the role of the e-tutor

- The provider and the e-tutor are responsible for the management of online learning environments / platforms they use with the participants on the course. It is essential that high-quality technical support/infrastructure is provided to facilitate the synchronous (real-time) learning of the participants.
- **Providers must ensure that, in the event of illness or any other occurrence, contingency measures such as suitably qualified e-tutors are available to lead the course**
- The e-tutor will be a registered teacher, except in the case where an e-tutor has particular and recognised expertise from another discipline that is relevant to the course content. The e-tutor will lead and facilitate learning in synchronous and asynchronous sessions.
- To provide the optimal learning environment, the following guidelines are provided for providers and e-tutors:
- In online courses, the role of the e-tutor is as follows:
 - To lead learning and guide participants in their achievement of the course learning outcomes through encouraging the engagement of the participants
 - To stimulate, monitor and guide discussion in online forums in a timely manner
 - To play a role in ensuring the valid participation of those enrolled on the course
- A record of participant attendance at synchronous sessions must be maintained by the e-tutor and the provider
- The e-tutor should provide support to participants by answering questions via chat functions, posting links to resources or assigning tasks and clarifying instructions during synchronous and asynchronous sessions. They will monitor participants' learning and completion of assignments through providing timely feedback to participants on completed assignments, including feedback to guide participants on the resubmission of assignments, which have not satisfactorily demonstrated the attainment of the learning outcomes
- Provide opportunities for participants to present and share their views on course content, share their responses to readings and tasks, share practical examples of approaches used in their school/classroom with the group.
- E-tutors will provide opportunities for participants to reflect on their own practice and prepare for implementing course content in their own classrooms
- If participants are not engaging in asynchronous learning sessions, the e-tutor should make contact with the individual. When participants do not engage in the asynchronous learning sessions, this must be recorded on the certificate of

attendance.

Role of tutor in face-to-face courses

The tutor will be a registered teacher, except in the case where a tutor has particular and recognised expertise from another discipline that is relevant to the course content. In face-to-face courses, the role of the course tutor(s) is as follows:

- To lead learning and guide the participants in the achievement of the course aims and learning outcomes
- To present new content to participants using a variety of methodologies
- To facilitate opportunities for participants to engage with each other to share practice and explore course content
- To provide opportunities for participants to reflect on their own practice and prepare for implementing course content in their own classrooms
- To monitor participants' group and individual activities and tasks
- To provide timely feedback to participants on completed activities and tasks
- To complete the administrative requirements of courses, including the daily roll and course evaluation forms in accordance with the guidelines

Quality Assurance

Course Quality

TES is committed to ensuring that the summer course programme for teachers provides participants with rich and stimulating learning experiences that enhance and improve their knowledge and skills, and which promote innovation and excellence in teaching, learning and assessment. The summer course programme for teachers forms a part of the continuum of teachers' professional learning as espoused by Cosán, the national framework for teachers' learning,

Key considerations for all involved in summer course organisation are that courses are of good quality and that they focus on enhancing and making a direct impact on the learning experiences and outcomes of pupils in schools (LAOS, DE, 2022).

The course tutor plays a crucial role in ensuring a high quality learning experience for participating teachers. Tutors need to have extensive experience and expertise in the specific course content and should have good facilitation skills. The tutor needs to be guided by the course aims and learning outcomes and to maximise the engagement of participants.

Quality Assurance Manual for Online Course Provision

Online learning provides a unique and flexible mode of learning for course participants.. Online and blended summer courses open up professional learning opportunities to teachers who might not otherwise be able to access such learning and they enable participants to pace their own learning. However, the flexibility that online summer courses provide poses a challenge for providers to ensure that all participants **fully engage** in course content.

Providers of online (asynchronous or a combination of synchronous and asynchronous) and blended courses are required to develop quality assurance procedures specifically for summer course provision. These procedures should clearly outline the measures taken by providers to ensure maximum learning engagement and the valid participation of all participants. **Providers should submit an updated QA Manual specific for 2024, detailing the provider's quality assurance measures, when submitting applications for summer course approval.**

The **Quality Assurance (QA) Manual** should include sections on the following:

- Measures to ensure quality in course design and content
- Technical support
- The site policy agreement
- The role of the tutor
- Measures to maximise learner engagement
- Assessment and feedback strategy
- Plagiarism
- Impersonation
- Measures to ensure valid participation
- Procedures for issuing certificate of attendance which contain a record of the date on which the participant commenced the course and also the date on which the course was completed by the participant
- Procedures for evaluating course impact
- Procedures for handling complaints regarding any aspect of the course.
- The manual must also provide assurances that the provider will give full administrative access to the Inspectorate to all elements of the course.

Formalising the learning process in online course provision

The provider will ensure that participants are fully informed of the terms and conditions, requirements and obligations of both providers and participants. The

participants must be provided with sufficient relevant information regarding the course content, the requirements that participants engage with course materials, the expected standards of completing assignments and uploading reflections and contributions to the online fora

In addition, the provider must bring to the notice of participants that:

- participants are required to use their name as registered with the Teaching Council
- plagiarism will not be tolerated
- impersonation (where a participant tries to get or gets another person to complete the course for them. Both the participant and the impersonator have breached the conditions under which EPV days can be accorded). Where such occurrences come to the attention of TES, **The Department of Education reserves the right to withdraw course approval from a provider who does not effectively oversee valid participation.**

Detailed administrative requirements from providers

In order to ensure that the summer course programme runs smoothly and effectively, the provider must meet the following requirements:

Application phase (January and February)

The provider will:

- Submit electronically (in pdf format) a fully completed application form for the year in question by the due date to summercourses@ecdumcondra.ie. Late applications will not be accepted or processed
- Have procedures in place to ensure compliance with Data Protection Act 2018
- Ensure that one application form is completed and submitted electronically with a Multiple Venue/Dates Form attached in respect of identical summer courses (i.e. identical content but to be delivered in different venues or on different dates)
- Submit a single electronic copy of the Quality Assurance Manual with their course application/s to **summercourses@ecdumcondra.ie**. This applies to online and blended courses only
- For courses which had stipulations attached, submit the inspection report electronically to summercourses@ecdumcondra.ie with all applications for courses which have been monitored by the Inspectorate.
- Ensure that the course title is no longer than 70 characters (including spaces)

Approval and appeal phase (March and April)

The provider will:

- Clarify any queries from Drumcondra Education Centre
- Submit a fully-completed appeal within the specified timeframe

Delivering and monitoring phase (July and August)

The provider will:

- Ensure that full particulars of approved summer courses are made available to teachers in good time, including overall course aims and intended learning outcomes for module/course units
- Make reasonable accommodation for participants with special needs or with special requirements
- Have a dedicated contact person available to deal with issues pertaining to changes in the delivery and management of the course, and also during the process of finalising reports for the DE
- Furnish details of an alternative contact person on the course application form
- Communicate a minimum of one week's advance notice of all cancelled summer courses **to summercourses@ecdumcondra.ie**
- Have sufficient staff available to ensure that if any unforeseen circumstances arise, a replacement presenter/tutor/e-tutor is available to allow the summer course to continue as advertised and notify DEC at this email address, summercourses@ecdumcondra.ie
- Ensure that each course is not oversubscribed
- Ensure that each course has its own unique course number
- Ensure that teachers have successfully completed a course before they commence another course with the same provider
- Ensure that, in the case of illness or any other occurrence, that a suitably qualified e-tutor can lead synchronous and asynchronous learning (where the main e-tutor for the course is absent / unavailable)
- Provide a copy of the relevant Certificate of Attendance to all teachers who successfully complete all aspects of an approved summer course, containing participants' course commencement and completion dates, and other relevant details using Adobe Acrobat for editing and printing of course certificates. These will be available to download from www.ecdrumcondra.ie with your username and password
- Ensure that each participant completes an evaluation form for the course in question
- In the case of face-to-face courses, ensure that certificates are co-signed by the

course tutor(s) or the course director and the course participant on the last day of the course confirming each participant's attendance, their successful completion of the course and their attainment of the learning outcomes

- In the case of online and blended learning courses, ensure that certificates are co-signed by the course tutor(s) or the course director before issue, confirming each participant's attendance, their successful completion of the course and their attainment of the learning outcomes

Cancellations

It is the responsibility of the provider to ensure that sufficient numbers of registered teachers are enrolled in order for a course to go ahead. In order to ensure the smooth running of the summer course programme, **all providers must confirm** by 4.00 p.m. on, 21 June 2024 that they have sufficient numbers registered and their advertised courses are going ahead. This will ensure that the affected teachers will have sufficient time to apply for an alternative course.

Post-delivery phase

In addition, face-to-face courses

- Return the completed summer course roll-book to DEC at the end of the summer course, and no later than Friday, 30 August 2024. Photocopied, handwritten or scanned roll books will not be accepted
- Retain all summer course participant evaluation forms for a period of one year for the purpose of a DE review
- DEC will request the return of participant evaluation from a selection of courses as part of the quality assurance process

If your summer course has been evaluated by an inspector from the Department of Education, providers are required to engage in the factual verification process

All providers will

- Submit the required statistical information for the Department of Education using the Statistical Returns 2024 link available on <http://www.ecdrumcondra.ie> by Friday, 30 August 2024. This data includes composite evaluation information, details of participants, completion rates etc. For online providers of multiple summer courses,

numbers of participants completing 3 courses, 2 courses and only 1 course will also need to be provided.

Criteria for the approval and evaluation of summer courses

In designing and delivering summer courses, the provider must be guided by the principal objective of the summer course programme, which is to advance the teaching, learning and/or management skills of teachers in order to bring about improved learning outcomes for pupils.

The following criteria must be met in order to receive approval from the Department of Education for the provision of summer courses for EPV days.

Course Content

- Course content reflects DE policy and contemporary research on the topic
- Course content and key messages for all course category aligns with that which is provided by DE support services.
- Course content clearly states the learning outcomes for participants
- Course reading materials should reflect DE policy and contemporary research on the topic and this should be used to underpin a variety of suitably challenging learning activities that are devised and provided by the course provider for participants.
- Course content is focused on enhancing the learning outcomes and experiences of pupils and should be informed by the document, Looking at Our School 2022-A quality Framework for Primary Schools and Special Schools (DE, 2022)
- Course content reflects the key principles, content and skills of the Primary Curriculum 1999, and for literacy courses, Primary Language Curriculum/Curaclam Teanga na Bunscoile 2019. As the Primary Mathematics Curriculum (PMC) was launched in 2023, the Primary Mathematics Curriculum key messages should be reflected where appropriate.
- Where new curriculum specifications are issued, content reflecting older curricula should be removed by the provider.
- Course content gives due regard to specific class levels and the individual learning needs of pupils

Participant learning experience

- Learning for participants is facilitated in a variety of ways, for example,
 - in face-to-face courses - fieldtrips, lectures, workshops and multi-media presentations
 - in online courses –includes a balance of 10 hours asynchronous learning and 10 hours offline learning experiences

It should be noted, however, that for the Summer Course Programme 2024, it is open to providers to opt to:

- **move to rebalancing the composition of the courses, for example, to 13 hours online and 7 offline;**
 - **offer online courses of shorter duration, for example, 4 weeks;**
 - **implement a lower ratio of tutor to participants, for example 1:50.**
- Participants experience learning in an interactive way, for example,
 - in **face-to-face courses** - discussion, group work, activity-based learning and structured reflection on-practice
 - in **online courses** - completion of assignments that are devised by the provider based on reading/research materials provided which support reflection at an individual or group level , (not multiple choice questions (MCQs)) and engagement in discussion forums and structured reflection on practice to support collaboration
 - Participants' learning experiences are professionally enabling and are focused on enhancing the work of the school
 - Opportunities are provided for participants to easily access relevant, good quality reading materials/resources and/or generate and share resources
 - Participants will have opportunities to reflect on their learning, reflect on practice and the application of course's principles in their own context/setting.

Course management

For face-to-face courses

- maximum ratio of twenty-five participants to one tutor/presenter and a minimum of 10:1 is adhered to
- roll books are maintained and evaluation forms are filled out, compiled and submitted in accordance with stated requirements
- the venue is a suitable learning environment and the submitted timetable is adhered to

- tutors monitor and provide feedback to participants on assigned activities and tasks
- each participant is enabled to create a learning record of his/her learning

For online courses, the provider ensures that:

- Participants spend a minimum of ten hours online, with a maximum certification of ten hours allowable for other learning activities

It should be noted, however, that for Summer 2024 summer courses, it is open to providers to opt to:

- **move to rebalancing the composition of the courses, for example, to 13 hours online and 7 offline;**
 - **offer online courses of shorter duration, for example, 4 weeks;**
 - **implement a lower ratio of tutor to participants, for example 1:50.**
-
- Courses will run from 1 July until 16 August 2024.
 - Course content reflects DE policy and contemporary research on the topic
 - Course content clearly states the learning outcomes for participants
 - Course reading materials should reflect DE policy and contemporary research on the topic and this should be used to underpin a variety of suitably challenging off-line learning activities that are devised and provided by the course provider for participants.
 - Course content is focused on enhancing the learning outcomes and experiences of pupils and should be informed by the document, Looking at Our School 2023-A quality Framework for Primary Schools and Special Schools (DE, 2023)
 - The number of registered participants may not exceed 75 in a course group assigned to a specific/dedicated tutor. This applies when teachers are registered but have not begun, or are not active
 - Courses are hosted in a Virtual Learning Environment (VLE) that is visually attractive, easy to navigate and user friendly
 - The provider ensures that e-tutors lead the online forums in order to engage the participants in discussion, debate, questioning and reflection
 - The provider ensures that each participant makes a minimum of two forum posts per module
 - To successfully complete each module, participants are required to complete a minimum of one assignment that demonstrates their achievement of that module's stated learning outcomes
 - Examples of assignments include online quizzes, written tasks, reports, collaborative assignments, uploaded participant podcasts, teaching resources and structured reflective activities. **Note: Multiple choice questions (MCQs) are not**

permitted.

- To successfully complete the course, participants are required to complete a reflective learning assignment that demonstrates their achievement of the course's stated learning outcomes
- Each participant is enabled to create an electronic record of his/her learning, comprising, at a minimum, their five assignments and postings
- The provider ensures that e-tutors give timely feedback to participants to support their learning
- Participant progression from module to module is contingent on the completion of assignments
- The provider ensures that all e-tutors have successfully completed training in online facilitation
- The provider publishes its quality assurance procedures and submits a single electronic copy along with its applications for course approval – no more than one copy in total from a single provider will be submitted

Reflection of National Priorities (It is not expected that all priorities will be addressed- providers will ensure the priority which is the most pertinent to the course content/outcomes needs to be addressed. School Self-Evaluation (SSE) and Digital Technologies (DT) must be addressed in all courses)

- The national priorities of school self-evaluation (SSE) and Digital Technologies are addressed in the learning outcomes for participants and form part of the timetabled participants' learning experiences.
- In relation to SSE, it is advised that each course indicates how the SSE process will be used to help teachers make changes to improve the outcomes and experiences of learners in a variety of settings. It helps schools to make small but meaningful changes to improve outcomes for learners and provides an opportunity to reflect, to consider, and to take stock of what has worked, what has not, and for whom. It facilitates identifying areas which could be improved to benefit pupil learning experiences and outcomes. SSE provides an opportunity to respond flexibly to challenges as they arise – something which is particularly relevant at this time.

The evaluation of summer courses

Every year the Inspectorate evaluates a selection of summer courses on behalf of TES.

The purpose of these evaluations are:

- to ascertain the quality of provision in the summer course programme

- to report to the TES section on the overall quality of provision
- to make recommendations to TES and to individual providers on how the learning outcomes and experiences for participating teachers can be improved

All courses are evaluated using the following evaluation framework, which reflects the criteria headings:

- Course content
- Participant learning experience
- Course management
- Reflection of national priorities

The evaluation approach for face-to-face courses:

- The assigned inspector will spend one full day evaluating the summer course
- All visits will be unannounced
- The inspector will be present from the beginning of each session being evaluated
- The inspector may participate in the course activities and tasks
- During the day, the tutor will be requested to provide the roll book to the inspector
- The inspector will provide oral feedback to the tutor / organiser at the end of the day
- The course director will receive an evaluation report on the course
- The course director can respond on the factual accuracy of the contents of the report through the factual verification process outlined below

The evaluation approach for online courses:

- The assigned inspector will make contact with the course provider to gain non-editing administrative access to the course. Where such access is not available, TES reserves the right to withdraw approval for this course
- The inspector will conduct the evaluation over the duration of the course or specific modules
- The inspector may participate in course assignments and discussion
- The inspector will provide oral feedback to the organiser when the evaluation is complete
 - Additional information may be requested by the inspector, as the need arises
 - The course director will receive an evaluation report on the course
 - The course director can respond on the **factual** accuracy of the contents of the report through the factual verification process outlined below

In the case of blended courses, the online or the face-to-face component or both may be

evaluated.

Addressing recommendations

The focus of all evaluation of summer courses will be on ensuring that courses are of the best possible quality. The reporting inspector may make recommendations to enhance the quality of course content, learner engagement, course management and/or reflection of national priorities. Providers are expected to implement recommendations as soon as possible.

However, in the event that significant shortcomings are identified in the evaluation of a summer course, the inspector will state these in the evaluation report and will advise TES that the course should not be approved unless the stipulated improvements are made. In this case, the provider must resubmit a new application and provide assurance that the significant shortcomings have been addressed.

TES reserves the right to withdraw approval of a course where an evaluation has found that it does not meet the criteria and has failed to address the stipulations communicated to the provider.

TES reserve the right to withdraw approval of a course where the specific content of the course or the course materials do not reflect national policy.

Factual verification of the evaluation report

All reports are subject to a factual verification process.

The provider is sent a copy of the draft summer course report accompanied by a factual verification form. The provider is invited to draw the attention of the Inspectorate to any **errors of fact** in the evaluation report, using the factual verification form, within five working days.

If any errors of fact are drawn to the attention of the Inspectorate, the report may be amended, as necessary, normally within five working days. If no response is received in respect of factual verification within five working days of the issue of the report, it is assumed that the provider is satisfied that the report is accurate.

Appendix One

Application Form for Face-to-Face Summer Courses for Teachers 2024

The Providers' Handbook, the criteria for approval of Summer Courses, the national priorities and the glossary of terms should be carefully studied, before completing this form.

I confirm that I have read and accepted the administrative requirements and criteria for summer course providers:

Signed (Course Provider) _____

I consent to Drumcondra Education Centre having access to the details I have provided. We will not use your details for any purpose other than the processing of your application. The Department of Education have access to these details for the approval process, course monitoring, and for quality assurance purposes. We do not share these details with any other parties.

Signed (Course Provider) _____

Incomplete forms will not be processed.

1. Contact Details of Provider:

Course Provider:	
Course Director:	
Address:	
Phone:	
Fax:	
Email:	
www:	
Designated Alternative Contact	
Phone:	
Email:	

1. Course Organisational Details:

Title of Course (Max 70 characters)					
Date of Course					
Course Target Audience	Primary Teachers		Post-Primary Teachers		Primary and Post-Primary Teachers
At what class group/year group level(s) is summer course content					

National Priorities (please select ONE)	Cat (1): Literacy (English and Irish)	Cat (2): STEM including Mathematics
<u>Cat (3): EAL</u>	Cat (4): The Inclusive Classrooms	Cat (5): ESD
<u>Cat (6) Teaching and Learning</u>	Cat (7) Leadership and Mgt	Cat (8) Wellbeing/Cineáltas
<u>Cat (9) SEN</u>	Cat (10) MFL	

Venue	
Anticipated number of course participants	
Anticipated number of course groups / tutors (See specific criteria on tutor ratios)	

2. Course Personnel

Please complete details for all relevant personnel on this course. Please add additional rows if required.

Role	Registered Teacher Name	Teaching Council Registration number	Experience, expertise and qualifications (<u>Level on NQAI Framework</u>)
Course Tutor			

3. Previous iterations of this course

*If the course has been evaluated since 2018, please enclose a copy of the most recent report with this application

If this course has previously been provided, give details of the years	
When was the content of the course most recently updated?	

4. Quality assurance

Specify how the work of the tutor/s will be monitored?	
List the key strategies that will be used to maximise participant engagement	
How will the impact of this course be evaluated?	

5. Course outline and proposed impact (max word count per section 100 words)

List the overall course aims	<ul style="list-style-type: none"> • • • •
How will teachers' engagement in this course improve their individual or collective practice in relation to teaching, learning and assessment skills?	<ul style="list-style-type: none"> • • •
How will teachers' engagement in this course promote inclusive/differentiated approaches and effective teaching methodologies?	<ul style="list-style-type: none"> • • • •
<p>A. What specific learning methodologies will be used?</p> <p>B. How will individual/collective reflection on teaching, learning and assessment be supported?</p>	<p>A.</p> <p>B.</p>

<p>Please indicate how the SSE process will be used to help teachers make changes to improve the learning outcomes and experiences of learners.</p>	<ul style="list-style-type: none"> • • • •
<p>How does this course promote the use of Digital Technologies in schools?</p>	<ul style="list-style-type: none"> • • •
<p>How does the course reflect the principles underpinning Cosán, the National Framework for teachers' learning, and the standards therein?</p>	<ul style="list-style-type: none"> •
<p>Please provide an overview/name of the main key reading materials/resources made available to participants which are up-to-date, relevant and in line with DE policies.</p>	<ul style="list-style-type: none"> • • • •
<p>How will feedback be provided to participants on their tasks/assignments?</p>	<ul style="list-style-type: none"> •
<p>Please ensure that you are familiar with the Department of Education publication Looking at Our School 2022 A Quality Framework for Primary Schools and Special Schools and that there is specific reference made to supporting teachers in using SSE in both the stated learning outcomes and the learning experiences of participants.</p>	

Summer Courses for Primary Teachers 2024: Timetable and Module Outline of Face-to-Face Course

Course title:
 Course category:
 Course dates:

Course start and finish times must be clearly indicated for each day.

This timetable **must** include school self-evaluation (SSE). Page expands as necessary

	Specific Learning Outcomes for participants	Content description	Methodologies used to engage participants	Outline a variety of participants' activities, tasks or assignments to achieve the learning outcomes.
Day 1	• •			
Day 2	• • •			
Day 3	• • • •			
Day 4	• •			
Day 5	• •			

Appendix Two

APPLICATION FORM FOR BLENDED SUMMER COURSES FOR TEACHERS 2024

The Providers' Handbook, the criteria for approval of Summer Courses, the national priorities and the glossary of terms should be carefully studied, before completing this form.

I confirm that I have read and accepted the administrative requirements and criteria for summer course providers:

Signed (Course Provider) _____

I consent to Drumcondra Education Centre having access to the details I have provided. We will not use your details for any purpose other than the processing of your application. The Department of Education have access to these details for the approval process, course monitoring, and for quality assurance purposes. We do not share these details with any other parties.

Signed (Course Provider) _____

Incomplete forms will not be processed.

1. Contact Details of Provider:

Course Provider:	
Course Director:	
Address:	
Phone:	
Fax:	
Email:	
www:	
Designated Alternative Contact	
Phone:	
Email:	

2. Course Organisational Details:

Title of Course (Max 70 characters)	
Date of Course	

Course Target Audience	Primary Teachers		Post-Primary Teachers		Primary and Post-Primary Teachers	
At what class group/year group level(s) is summer course content						

National Priorities (please select ONE)	<u>Cat (1): Literacy (English and Irish)</u>	<u>Cat (2): STEM including Mathematics</u>
<u>Cat (3): EAL</u>	<u>Cat (4): The Inclusive Classrooms</u>	<u>Cat (5): ESD</u>
<u>Cat (6) Teaching and Learning</u>	<u>Cat (7) Leadership and Mgt</u>	<u>Cat (8) Wellbeing/Cineáltas</u>
<u>Cat (9) SEN</u>	<u>Cat (10) MFL</u>	

Venue	
Anticipated number of Course Participants	
Anticipated number of Course Groups/Tutors (See specific criteria on tutor ratios)	

3. Course Personnel

Please complete details for all relevant personnel on this course. Please add additional rows if required.

Role	Registered Teacher Name	Teaching Council Registration number	Experience, Expertise and Qualifications (<u>Level on NQAI Framework</u>)
Course Tutor			

4. Previous Iterations of this Course

*If the course has been evaluated since 2018, please enclose a copy of the most recent report with this application

If this course has previously been provided, give details of the years	
When was the content of the course most recently updated?	

5. Quality Assurance

Specify how the work of the tutor/s will be monitored?	
List the key strategies that will be used to maximise participant engagement	
How will the impact of this course be evaluated?	

6. Course Outline and proposed impact **Maximum word count per section 100 words.**

List the overall course aims	<ul style="list-style-type: none"> • • • •
How will teachers' engagement in this course improve their individual or collective practice in relation to teaching, learning and assessment skills?	<ul style="list-style-type: none"> • • •
How will teachers' engagement in this course promote inclusive/differentiated approaches and effective teaching methodologies?	<ul style="list-style-type: none"> • • • •
<p>C. What specific learning methodologies will be used?</p> <p>D. How will individual/collective reflection on teaching, learning and assessment be supported?</p>	<p>A.</p> <p>B.</p>

<p>Please indicate how the SSE process will be used to help teachers make changes to improve the learning outcomes and experiences of learners.</p>	<ul style="list-style-type: none"> • • • •
<p>How does this course promote the use of Digital Technologies in schools?</p>	<ul style="list-style-type: none"> • • •
<p>How does the course reflect the principles underpinning Cosán, the National Framework for teachers' learning, and the standards therein?</p>	<ul style="list-style-type: none"> •
<p>Please provide an overview/name of the main key reading materials/resources made available to participants which are up-to-date, relevant and in line with DE policies.</p>	<ul style="list-style-type: none"> • • • •
<p>How will feedback be provided to participants on their tasks/assignments?</p>	<ul style="list-style-type: none"> •
<p>Please ensure that you are familiar with the Department of Education publication Looking at Our School 2022 A Quality Framework for Primary Schools and Special Schools and that there is specific reference made to supporting teachers in using SSE in both the stated learning outcomes and the learning experiences of participants.</p>	

Summer Courses for Primary Teachers 2024: Timetable and Module Outline for Blended Courses

Course title:
Course category:
Course dates:

Course start and finish times must be clearly indicated for each day.

- This timetable **must** include the days / times (8 hours) when face to face learning will take place.
- The remainder of the learning (12 hours) will be facilitated in four-hour online modules which will be delivered through asynchronous learning and offline learning
- The timetable must also indicate when school self-evaluation (SSE) is included in the course.

	Specific Learning Outcomes for participants	Content description	Methodologies used to engage participants	The variety of activities, tasks or assignments to achieve the learning outcomes (No MCQs)
First day face to face	<ul style="list-style-type: none"> • • • • 			
Second day face to face	<ul style="list-style-type: none"> • • • • 			
Online Module 1	<ul style="list-style-type: none"> • • • 			
Online Module 2	<ul style="list-style-type: none"> • • • • 			
Online Module 3	<ul style="list-style-type: none"> • • • 			

Appendix Three

APPLICATION FORM FOR ONLINE SUMMER COURSES FOR TEACHERS 2024

The Providers' Handbook, the criteria for approval of Summer Courses, the national priorities and the glossary of terms should be carefully studied, before completing this form.

I confirm that I have read and accepted the administrative requirements and criteria for summer course providers:

Signed (Course Provider) _____

I consent to Drumcondra Education Centre having access to the details I have provided. We will not use your details for any purpose other than the processing of your application. The Department of Education have access to these details for the approval process, course monitoring, and for quality assurance purposes. We do not share these details with any other parties.

Signed (Course Provider) _____

Incomplete forms will not be processed.

1. Contact Details of Provider:

Course Provider:	
Course Director:	
Address:	
Phone:	
Fax:	
Email:	
www:	
Designated Alternative Contact	
Phone:	
Email:	

2. Course Organisational Details:

Title of Course (Max 70 characters)	
Date of Course	

Course Target Audience	Primary Teachers		Post-Primary Teachers		Primary and Post-Primary Teachers	
At what class group/year group level(s) is summer course content						

National Priorities (please select ONE)	Cat (1): Literacy (English and Irish)	Cat (2): STEM including Mathematics
<u>Cat (3): EAL</u>	<u>Cat (4): The Inclusive Classrooms</u>	<u>Cat (5): ESD</u>
<u>Cat (6) Teaching and Learning</u>	<u>Cat (7) Leadership and Mgt</u>	<u>Cat (8) Wellbeing/Cinéaltas</u>
<u>Cat (9) SEN</u>	<u>Cat (10) MFL</u>	

Venue	
Anticipated number of Course Participants	
Anticipated number of Course Groups/Tutors (See specific criteria on tutor ratios)	

3. Course Personnel

Please complete details for all relevant personnel on this course. Please add additional rows if required.

Role	Registered Teacher Name	Teaching Council Registration number	Experience, Expertise and Qualifications (<u>Level on NQAI Framework</u>)
Course Tutor			

4. Previous Iterations of this Course

*If the course has been evaluated since 2018, please enclose a copy of the most recent report with this application

If this course has previously been provided, give details of the years	
When was the content of the course most recently updated?	

5. Quality assurance

Specify how the work of the tutor/s will be monitored?	
List the key strategies that will be used to maximise participant engagement	
How will the impact of this course be evaluated?	

6. Course Outline and proposed impact **Maximum word count per section 100 words.**

List the overall course aims	<ul style="list-style-type: none"> • • • •
How will teachers' engagement in this course improve their individual or collective practice in relation to teaching, learning and assessment skills?	
How will teachers' engagement in this course promote inclusive/differentiated approaches and effective teaching methodologies?	
<p>E. What specific learning methodologies will be used?</p> <p>F. How will individual/collective reflection on teaching, learning and assessment be supported?</p>	

<p>Please indicate how the SSE process will be used to help teachers make changes to improve the learning outcomes and experiences of learners.</p>	<ul style="list-style-type: none"> • • • •
<p>How does this course promote the use of Digital Technologies in schools?</p>	<ul style="list-style-type: none"> • • •
<p>How does the course reflect the principles underpinning Cosán, the National Framework for teachers' learning, and the standards therein?</p>	<ul style="list-style-type: none"> •
<p>Please provide an overview/name of the main key reading materials/resources made available to participants which are up-to-date, relevant and in line with DE policies.</p>	<ul style="list-style-type: none"> • • • •
<p>How will feedback be provided to participants on their tasks/assignments?</p>	<ul style="list-style-type: none"> •
<p>Please ensure that you are familiar with the Department of Education publication Looking at Our School 2022 A Quality Framework for Primary Schools and Special Schools and that there is specific reference made to supporting teachers in using SSE in both the stated learning outcomes and the learning experiences of participants.</p>	

Summer Courses for Primary Teachers 2024: Timetable and Module Outline of Online Courses

Course title:
Course category:
Course dates:

The course starting date and finishing date must be clearly indicated. Courses can be delivered from 1 July to 16 August 2024.

- This timetable must be available for the quality assurance of courses.
- The timetable must also indicate when school self-evaluation (SSE) is included in the course.
- Please outline the methodologies used to engage learners during asynchronous learning. Please see page 26 for further details of methodologies to enhance participant learning experiences in online courses.

	Specific Learning Outcomes for participants	Content description	Methodologies used to engage participants	Outline a variety of participants' activities, tasks or assignments to achieve the learning outcomes. No MCQs
Module 1	<ul style="list-style-type: none"> • • 			
Module 2	<ul style="list-style-type: none"> • • • 			
Module 3	<ul style="list-style-type: none"> • • • • 			
Module 4	<ul style="list-style-type: none"> • • • 			
Module 5	<ul style="list-style-type: none"> • • • 			

Appendix Four

APPLICATION FORM FOR ONLINE PILOT SUMMER COURSES FOR TEACHERS 2024 (Incorporating synchronous and asynchronous learning)

The Providers' Handbook, the criteria for approval of Summer Courses, the national priorities and the glossary of terms should be carefully studied, before completing this form.

I confirm that I have read and accepted the administrative requirements and criteria for summer course providers:

Signed (Course Provider) _____

I consent to Drumcondra Education Centre having access to the details I have provided. We will not use your details for any purpose other than the processing of your application. The Department of Education have access to these details for the approval process, course monitoring, and for quality assurance purposes. We do not share these details with any other parties.

Signed (Course Provider) _____

Incomplete forms will not be processed.

7. Contact Details of Provider:

Course Provider:	
Course Director:	
Address:	
Phone:	
Fax:	
Email:	
www:	
Designated Alternative Contact	
Phone:	
Email:	

8. Course Organisational Details:

Title of Course (Max 70 characters)					
Date of Course					
Course Target Audience	Primary Teachers		Post-Primary Teachers		Primary and Post-Primary Teachers
At what class group/year group level(s) is summer course content					

National Priorities (please select ONE)	Cat (1): Literacy (English and Irish)	Cat (2): STEM including Mathematics
<u>Cat (3): EAL</u>	Cat (4): The Inclusive Classrooms	Cat (5): ESD
<u>Cat (6) Teaching and Learning</u>	Cat (7) Leadership and Mgt	Cat (8) Wellbeing/Cineáltas
<u>Cat (9) SEN</u>	Cat (10) MFL	

Venue	
Anticipated number of Course Participants	
Anticipated number of Course Groups/Tutors (See specific criteria on tutor ratios)	

9. Course personnel

Please complete details for all relevant personnel on this course. Please add additional rows if required.

Role	Registered Teacher Name	Teaching Council Registration number	Experience, Expertise and Qualifications (<u>Level on NQAI Framework</u>)
Course Tutor			

10. Previous iterations of this course

*If the course has been evaluated since 2018, please enclose a copy of the most recent report with this application

If this course has previously been provided, give details of the years	
When was the content of the course most recently updated?	

11. Quality assurance

Specify how the work of the tutor/s will be monitored?	
List the key strategies that will be used to maximise participant engagement	
How will the impact of this course be evaluated?	

12. Balance of synchronous and asynchronous learning – provider-led decision

Specify how much time will participants learn in a synchronous environment (face to face real time)	
Please indicate how much time participants will learn in an asynchronous environment	

13. Course outline and proposed impact Maximum word count per section 100 words.

List the overall course aims	<ul style="list-style-type: none"> • • • •
------------------------------	--

<p>How will teachers' engagement in this course improve their individual or collective practice in relation to teaching, learning and assessment skills?</p>	<p>Please outline for synchronous and asynchronous learning</p>
<p>How will teachers' engagement in this course promote inclusive/differentiated approaches and effective teaching methodologies?</p>	<p>Please outline for synchronous and asynchronous learning</p>
<p>G. What specific learning methodologies will be used H. How will individual/collective reflection on teaching, learning and assessment be supported?</p>	<p>Please outline for synchronous and asynchronous learning</p>
<p>Please indicate how the SSE process will be used to help teachers make changes to improve the learning outcomes and experiences of learners.</p>	<ul style="list-style-type: none"> • • • •
<p>How does this course promote the use of Digital Technologies in schools?</p>	<ul style="list-style-type: none"> • • •
<p>How does the course reflect the principles underpinning Cosán, the National Framework for teachers' learning, and the standards therein?</p>	<ul style="list-style-type: none"> •
<p>Please provide an overview/name of the main key reading materials/resources made available to participants which are up-to-date, relevant and in line with DE policies.</p>	<ul style="list-style-type: none"> • • • •
<p>How will feedback be provided to participants on their tasks/assignments?</p>	<ul style="list-style-type: none"> •

Please ensure that you are familiar with the Department of Education publication Looking at Our School 2022 A Quality Framework for Primary Schools and Special Schools and that there is specific reference made to supporting teachers in using SSE in both the stated learning outcomes and the learning experiences of participants.

Summer Courses for Primary Teachers 2024: Timetable and Module Outline of Online Pilot Courses (incorporating synchronous and asynchronous learning)

Course title:
Course category:
Course dates:

The course starting date and finishing date must be clearly indicated. Courses can be delivered over a two-week period.

- This timetable must be available for the quality assurance of courses.
- The timetable must also indicate when school self-evaluation (SSE) is included in the course.
- Please outline on the timetable when synchronous learning is timetabled
- Please outline the methodologies used to engage learners during synchronous learning. Please see page 26 for further details of methodologies to enhance participant learning experiences in online courses.

	Specific Learning Outcomes for participants	Content description	Methodologies used to engage participants	Outline a variety of participants' activities, tasks or assignments to achieve the learning outcomes. No MCQs
Module 1	<ul style="list-style-type: none"> • • 			
Module 2	<ul style="list-style-type: none"> • • • 			
Module 3	<ul style="list-style-type: none"> • • • • 			
Module 4	<ul style="list-style-type: none"> • • • 			
Module 5	<ul style="list-style-type: none"> • • • 			