### 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.**

1. **Contact Details of Provider:**

|  |  |
| --- | --- |
| Course Provider: |  |
| Course Director: |  |
| Address: |  |
| Phone: |  |
| Fax: |  |
| Email: |  |
| www: |  |
| Designated Alternative Contact Person |  |
| 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 pitched? |  |

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

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

1. **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****(If applicable)** | **Experience, Expertise and Qualifications (Level on NQAI Framework)** |
| Course Tutor |  |  |  |
|  |  |  |  |

1. **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

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

1. **Quality assurance**

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| --- | --- |
| 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? |  |

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

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| --- | --- |
| 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  |  |

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

|  |  |
| --- | --- |
| List the overall course aims | *
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*
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| How will teachers’ engagement in this course improve their individual or collective practice in relation to teaching, learning and assessment skills? | Please outline for synchronous and asynchronous learning |
| How will teachers’ engagement in this course promote inclusive/differentiated approaches and effective teaching methodologies? | Please outline for synchronous and asynchronous learning |
| 1. What specific learning methodologies will be used
2. How will individual/collective reflection on teaching, learning and assessment be supported?
 | Please outline for synchronous and asynchronous learning |
| Please indicate how the SSE process will be used to help teachers make changes to improve the learning outcomes and experiences of learners. | *
*
*

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| How does this course promote the use of Digital Technologies in schools? |  |
| How does the course reflect the principles underpinning Cosán, the National Framework for teachers’ learning, and the standards therein? |  |
| 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. | *
*
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| How will feedback be provided to participants on their tasks/assignments? |  |
| **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**](http://schoolself-evaluation.ie/primary/wp-content/uploads/sites/2/2016/08/Looking-at-Our-School-2016-A-Quality-Framework-for-Primary-Schools_English_WEB.pdf) **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)

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| --- |
| 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.

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| --- | --- | --- | --- | --- |
|  | **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** | *
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| **Module 2**  | *
*
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| **Module 3** | *
*
*
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| **Module 4** | *
*
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| **Module 5** | *
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