



A N R O I N N | D E P A R T M E N T O F
O I D E A C H A I S | E D U C A T I O N
A G U S S C I L E A N N A | A N D S K I L L S



Circular 0001/2011

**To the Authorities of Primary, Post-Primary, Special Schools and
Other Educational Services**

**Combined Post-Graduate Diploma Programme of Continuing
Professional Development for Teachers Involved in Learning Support
and Special Education – 2011/2012**

1. Programmes 2011/2012

In order to assist all schools and educational services in meeting the needs of students requiring learning support and the teaching of students with special educational needs, a combined post-graduate diploma programme of continuing professional development will be offered to teachers in September 2011.

In the school year 2011/2012, this combined post-graduate diploma programme of continuing professional development will be offered in the following centres:

- Church of Ireland College of Education, Rathmines, Dublin 6 (60 places available)
- Mary Immaculate College, South Circular Road, Limerick (50 places available)
- School of Education, National University of Ireland, Galway (30 places available)
- St. Angela's College, Lough Gill, Sligo (50 places available)
- St. Patrick's College, Drumcondra, Dublin 9 (55 places available)
- University College Cork, Cork (25 places available)
- School of Education, University College Dublin, Belfield, Dublin 4 (25 places available)

2. Funding

Funding for the programmes in the above Colleges/Universities is provided to each centre by the Teacher Education Section of the Department of Education and Skills under the National Development Plan 2007 – 2013.

3. Aim and Content

The aim of the programme is to provide substantial theoretical and practical continuing professional development for teachers working with students with special educational needs and for teachers working in recognised mainstream and other educational settings with those students requiring learning support teaching. Qualifications will be awarded, by the Colleges/Universities involved, to participants who successfully complete the programme. Participants will be assessed on the basis of **full attendance** at the programme venue, successful completion of selected tasks and written assignments (and examinations where relevant), supervision of their work in schools/centres and final evaluation. Further details will be made available to applicants by the individual College/University.

4. Duration and Organisation

The programmes are of **one academic year's duration**. Applicants should note that there will be a total of eight weeks' release from schools/centres for attendance at the relevant programme venue and the remainder of the year will involve teaching in participants' own educational settings. There will be some variations between the participating Colleges/Universities in terms of organisation, assessment and title of awards. All of the programmes listed below provide qualifications recognised by the Department of Education and Skills in the area of special educational needs and learning support for teachers in the following roles: Learning Support Teacher and/or Resource Teacher, Teacher in a Special School, Teacher in a Special Class and Resource Teacher for Travellers.

5. Colleges/Universities

- (a) **Church of Ireland College of Education, Rathmines, Dublin 6 (www.cice.ie)**
This programme leads to the award of a Postgraduate Diploma in Learning Support and Special Educational Needs from the University of Dublin, Trinity College. It runs from September 2011 to June 2012 and involves block release from school for a total of eight weeks, along with supervised work in the participants' own schools and on-going study throughout the year. Participants will also attend the college on four Saturdays during the academic year. Contact details are available at the end of this circular.
- (b) **Mary Immaculate College, South Circular Road, Limerick (www.mic.ul.ie)**
This programme, which is organised by the Department of Special Education, leads to the award of a Graduate Diploma in Special Educational Needs, accredited by the University of Limerick. The course offers an in-depth exploration of an SEN area of choice (Autism, Dyslexia, Attention Deficit Hyperactivity Disorder, Mild General Learning Disabilities, Emotional & Behavioural Disorders, Down syndrome or other SEN areas) for each participant. The course runs from September 2011 to May 2012 and involves block release from school for designated periods (a total of eight weeks), and four weekends (Friday evening, Saturday). Those considering participation in this programme should contact the college for more details in relation to block release. Further details are available on the College website. Contact details are available at the end of this circular.
- (c) **National University of Ireland, Galway (www.nuigalway.ie)**
This programme provided by the School of Education, leads to the award of a Postgraduate Diploma in Special Educational Needs. It runs from early September 2011 until May 2012 and involves release from schools/centres for designated block periods (a total of eight weeks over the academic year) to attend lectures and workshops at the University. In addition, teachers will be required to attend lectures and workshops at the University on four Saturdays. The programme also includes supervised work in the teachers' own schools/centres and supported ongoing study throughout the year using a variety of modes of content delivery. Further details are available on the College website. Contact details are available at the end of this circular.
- (d) **St. Angela's College, Sligo (www.stangelas.nuigalway.ie)**
This programme is organised by the Education Department and leads to the award of a Post-Graduate Diploma in Special Educational Needs, accredited by the National University of Ireland, Galway. It runs from September 2011 until May 2012. The course is based on a combined approach of block release from school/centre for a total of eight weeks, four

Saturdays of face-to-face tuition, and distance learning, together with supervised work in the teachers' own schools/centres. The programme also includes supported ongoing study throughout the year using a variety of modes of delivery. The programme structure is comprised of four core modules and a specialist study module. Participants can choose two areas from the following range: Specific Learning Disabilities; Autistic Spectrum Disorders; Adult/ Disadvantage/ Intercultural Education; and Challenging Behaviour. Those considering participation in this programme should contact the college for more details in relation to block release. Contact details are available at the end of this circular.

(e) **St. Patrick's College, Drumcondra, Dublin 9 (www.spd.dcu.ie)**

This programme is for teachers in recognised Special Schools, Primary Schools and Post Primary Schools. It is organised by the College's Department of Special Education, and leads to the award of a Graduate Diploma in Special Educational Needs, accredited by Dublin City University. The course runs from September 2011 to June 2012 and involves a blended model of delivery incorporating block release from school amounting to a total of eight weeks, online and distance learning and three weekends (Friday evening, Saturday) of face-to-face tuition. In order to participate in the programme, teachers will need access to a computer and broadband internet access. This course offers specialist pathways in moderate, severe and profound general learning disabilities and high incidence special educational needs. Further details are on the College website. Contact details are available at the end of this circular.

(f) **University College Cork (www.ucc.ie)**

This programme is provided by the Education Department, UCC, and leads to the award of a Postgraduate Diploma in Special Educational Needs. It will run from September 2011 to May 2012 and involves a total of eight weeks block release from school, four Saturdays, distance learning and supervised work in the teacher's own school. Contact details are available at the end of this circular.

(g) **University College Dublin, Belfield, Dublin 4 (www.ucd.ie)**

This programme, provided by the School of Education, leads to the award of the Graduate Diploma in Special Educational Needs. It will run from September 2011 to May 2012 and involves a blended model of delivery incorporating block release from school/centre amounting to a total of eight weeks, online and distance learning and five Saturdays of collaborative workshops and seminars. Those considering participation in this programme should contact the college for more details in relation to block release. Contact details are available at the end of this circular.

6. Eligibility

Please note that all teachers must be registered in accordance with Section 31 of the Teaching Council Act, 2001. Please refer to the teaching council website www.teachingcouncil.ie for further information.

This programme is open to all serving teachers who are employed in a position funded by the Department of Education and Skills and who provide Learning Support, Resource Teaching and Resource Teaching for Travellers in recognised Primary schools, Post-Primary schools, and other recognised Educational Services. Teachers serving in special schools and special classes are also eligible to apply. **The programme is designed specifically to assist teachers in meeting the learning and teaching needs of students requiring learning support and/or students with special educational needs. Potential applicants must therefore have a teaching role in relation to students requiring learning support and/or students with special educational needs.** Please refer to the circulars listed in Appendix 2 for information on the qualifications necessary for Learning Support/ Resource Teaching posts at Primary and Post-Primary levels and qualifications necessary to teach in Special Schools.

Please note that in order for teachers to be eligible to take up a place or continue on the course the necessary hours and facilities to enable full participation must be provided in their own school setting. It is particularly important that teachers participating in the Programme are given a work-load which will permit them to benefit fully from the continuing professional development being offered.

(a) **Primary:**

Teachers will be required to forward a copy of their Registration Certificate, or a letter of confirmation of registration from the Teaching Council, when submitting their application form. If the “Education Sector” field is blank, teachers will be required to provide evidence that they are recognised as being qualified to teach in either the mainstream primary sector or qualified to teach students with Special Educational Needs or students requiring Learning Support in the primary sector by the Teaching Council.

Applicants from Primary Schools should have successfully completed their probationary period in accordance with Circular 0058/2010 and hold a position in a sanctioned post in an area of special education or learning support, or be taking up such posts in September 2011. For the purpose of the course, teachers will need to deliver a range of programmes related to the learning and teaching of students with special educational needs and/or those requiring learning support.* Teachers’ timetables must also include periods during which they are working with small groups of students.

(b) **Post Primary**

Teachers will be required to forward a copy of their Registration Certificate, or a letter of confirmation of registration from the Teaching Council, when submitting their application form. If the “Education Sector” field is blank teachers will be required to provide evidence that they are recognised as being qualified to teach either in the mainstream post-primary sector or qualified to teach students with Special Educational Needs or students requiring Learning Support in the post-primary sector by the Teaching Council.

Learning Support Teachers

Qualified teachers who are assigned to Learning Support work should provide support for pupils requiring learning support for a **minimum** of 12 hours per week. At least four class periods should be allocated to teaching individuals or groups of not more than six students. Additional time should also be made available for consultation with parents/guardians or colleagues. Together with work in numeracy, assigned Learning Support* hours **must** include at least 4 class periods per week of literacy work (maintaining a focus on developing pupils’ literacy skills related to reading, writing, listening and speaking rather than focusing on language-based subject areas such as History/Geography).

Resource Teachers

Applications are invited from recognised second-level schools/centres that have been allocated resource posts or resource hours or officially sanctioned special classes. The person nominated must be a teacher eligible to hold a permanent post in recognised second level schools. In order to be eligible for the programme, teachers must spend a **minimum** of 12 hours per week working with students who have special educational needs.* For the purpose of the course, teachers will need to deliver a range of programmes related to the learning and teaching of students with special educational needs and/or those requiring learning support across the curriculum.

Teachers’ timetables must also include periods during which they are working with small groups of students.

*Please find attached at Appendix 1 definitions of Special Educational Needs/Learning Support categories as described in Circular **SP ED 02/05**. Please note that the General Allocation Model is not currently applicable at post-primary level.

(c) **Special Schools**

Teachers will be required to forward a copy of their Registration Certificate, or a letter of confirmation of registration from the Teaching Council, when submitting their application form. If the “Education Sector” field is blank teachers will be required to provide evidence that they are recognised as being qualified to teach either in the mainstream primary or post-primary sectors or qualified to teach students with Special Educational Needs or students requiring Learning Support in the primary or post-primary sector or qualified to teach in specified categories of special school by the Teaching Council.

Applications are invited from teachers in Special Schools. Applicants from Special Schools should have successfully completed their probationary period in accordance with Circular 0058/2010 and hold a sanctioned post in a Special School or be taking up such posts in September 2011.

(d) **Other Educational Service**

Teachers will be required to forward a copy of their Registration Certificate, or a letter of confirmation of registration from the Teaching Council, when submitting their application form. If the “Education Sector” field is blank teachers will be required to provide evidence that they are recognised as being qualified to teach in the mainstream primary or post-primary sectors or qualified to teach students with Special Educational Needs or students requiring Learning Support in the primary or post-primary sector by the Teaching Council.

Applicants must be recognised by the Teaching Council as being eligible for permanent appointment in a primary, post-primary or special school. Applications are invited from qualified teachers employed by VECs as literacy and/or numeracy tutors in Youthreach, Community Projects or in the Prison Service and who are assigned to Learning Support work for a **minimum** of 12 hours per week. At least four class periods should be allocated to teaching individuals or groups of not more than six students. Additional time should also be made available for consultation with parents/guardians or colleagues. Together with work in numeracy, assigned Learning Support hours* **must** include at least 4 class periods per week of literacy work.

7. **Applications and Selection**

Applications must be returned to the College or University of choice by 5pm on 1st of March 2011.

Applicants should retain evidence of postage.

Priority will be given to teachers who meet the criteria below and who have not already attended a similar post-graduate programme for Learning Support teachers or teachers of students with Special Educational Needs recognised by the Department of Education and Skills.

Generally, only one application per School/Centre will be considered.

Candidates should note that some institutions require applicants to attend for interview.

It is intended that, on those programmes which accept primary and post-primary teachers, an equal number of places will be allocated to each group but the ratio may be modified in response to demand and local circumstances.

The selection of participants from the eligible applicants will be a matter for the College/University authorities.

*Please find attached at Appendix 1 definitions of Special Educational Needs/Learning Support categories as described in Circular **SP ED 02/05**. Please note that the General Allocation Model is not currently applicable at post-primary level.

8. **Fees for these programmes**

No fee or registration charges will apply for applicants eligible under the terms of this Circular.

9. **Extra Personal Vacation**

No extra personal vacation will be allowed in respect of attendance at the Programme.

10. **Substitution**

Substitution which must be approved by the managerial authority of the school/VEC will be allowed. The substitution must be deemed necessary to cover the approved periods of absence of the teacher from teaching duty for attendance at the course. Documentation from the college specifying the absence details must be retained by the school.

11. **Salary Arrangements**

All teachers on block release under the terms of this Programme will continue to receive their salary in the usual way.

On successful completion of this programme, a teacher may be entitled to an allowance in accordance with the terms of circular Prim 21/05 (Primary) or 0135/2006 (Post-Primary) – both circulars are available on the Department of Education & Skills website, www.education.ie. **All institutions referred to at paragraph 1 above, including UCC and NUIG, fall within the terms of these circulars.**

12. **Travel and Subsistence**

In the case of those who qualify for payment of the allowance no travel or subsistence expenses will be met. Travel and Subsistence expenses will be met in the normal way for those that do not qualify for payment of the allowance. **All claims for travel and subsistence must be submitted by 31st December in the year in which the participant completes the programme.**

13. **Masters Programme**

Those who successfully complete the Combined Post-Graduate Diploma Programme of Continuing Professional Development for Teachers involved in Learning Support and Special Education, and who meet entry requirements, are eligible to seek admission to a Masters Programme provided through the institutions listed in section 1 of this Circular. Further information is available on individual institutions' websites details of which are included in Appendix 3.

Alan Wall
Principal Officer

January 2011

Physical disability

Such pupils have permanent or protracted disabilities arising from such conditions as congenital deformities, spina bifida, dyspraxia, muscular dystrophy, cerebral palsy, brittle bones, or severe accidental injury. Because of the impairment of their physical function they require special additional intervention and support if they are to have available to them a level and quality of education appropriate to their needs and abilities.

Many require the use of a wheelchair, mobility or seating aid, or other technological support.

They may suffer from a lack of muscular control and co-ordination and may have difficulties in communication, particularly in oral articulation, as for example severe dyspraxia.

Pupils with a physical disability who have learning difficulties arising from the disability **may** need resource teaching where there are consequent significant learning difficulties. Others may need assistive technology only.

Hearing impairment

Such pupils have a hearing disability that is so serious to impair significantly their capacity to hear and understand human speech, thus preventing them from participating fully in classroom interaction and from benefiting adequately from school instruction. The great majority of them have been prescribed hearing aids and are availing of the services of a Visiting Teacher. **(This category is not intended to include pupils with mild hearing loss.)**

Schools that have a pupil who has been assessed as having hearing impairment and no other assessed disability, may be allocated a maximum of 4 hours teaching support per week from a resource teacher, or from a visiting teacher and resource teacher combined.

Where a pupil with a hearing impairment also meets the criterion for another low-incidence disability category, provision is allocated as for multiple disabilities.

Visual impairment

Such pupils have a visual disability which is so serious as to impair significantly their capacity to see, thus interfering with their capacity to perceive visually presented materials, such as pictures, diagrams, and the written word. Some will have been diagnosed as suffering from such conditions, such as congenital blindness, cataracts, albinism and retinitis pigmentosa. Most require the use of low-vision aids and are availing of the services of a Visiting Teacher. **(This category is not intended to include those pupils whose visual difficulties are satisfactorily corrected by the wearing of spectacles and/or contact lenses.)**

Schools that have a pupil who has been assessed as having a visual impairment, and no other assessed disability, may be allocated a maximum of 3.5 hours teaching support per week from a resource teacher, or from a visiting teacher and resource teacher combined.

Where a pupil with a visual impairment also meets the criterion for another low-incidence disability category, provision is allocated as for multiple disabilities.

Emotional disturbance and/or behaviour problems

Such pupils **are** being treated by a psychiatrist or psychologist for such conditions as neurosis, childhood psychosis, hyperactivity, attention deficit disorder, attention deficit hyperactivity disorder, and conduct disorders that are significantly impairing their socialisation and/or learning in school. **(This category is not intended to include pupils whose conduct or behavioural difficulties can be dealt with in accordance with agreed procedures on discipline.)**

Some pupils in this category **may** need resource teaching support. Care support from a special needs assistant may be required where a pupil's behaviour is a danger to himself or others or where it seriously interferes with the learning opportunities of other pupils. In certain circumstances, some pupils may require both supports.

Moderate general learning disability

Such pupils have been assessed by a psychologist as having a moderate general learning disability.

A maximum allocation of 3.5 hours teaching support per week from a resource teacher may be made to schools in respect of each pupil assessed as having a moderate general learning disability (the pupils full-scale IQ score will have been assessed in the range 35 – 49).

Severe or profound general learning disability

Such pupils have been assessed by a psychologist as having a severe or profound general learning disability. In addition, such pupils may have physical disabilities.

Five hours teaching support per week from a resource teacher may be made to schools in respect of each pupil with a severe/profound general learning disability (the pupil's full-scale IQ score will have been assessed as being below 35).

Autism/autistic spectrum disorder (ASD)

A psychiatrist or psychologist will have assessed and classified such pupils as having autism or autistic spectrum disorder according to DSM–IV or ICD–10 criteria.

In the interest of the pupil with an ASD and in order that the needs of the pupil are adequately addressed, it is important, where feasible, that for a definitive assessment of ASD, a multi-disciplinary assessment team should be involved. The need for a multi-disciplinary assessment is also in keeping with the policy of the National Educational Psychological Service (NEPS).

A maximum allocation of 5 hours teaching support per week from a resource teacher may be made to schools in respect of each pupil assessed as having ASD.

Pupils with special educational needs arising from an assessed syndrome

The level of additional support to be provided for pupils who present with a particular syndrome e.g. Down syndrome, William's syndrome and Tourette's syndrome will be determined following consideration of psychological or other specialist reports which describes the nature and degree of the pupils special educational needs.

Where a pupil with an assessed syndrome has a general learning disability, resource teaching support will be allocated to schools in line with hours allocated to pupils assessed as being within the same IQ band (moderate/severe/profound GLD). Where a pupil with an assessed syndrome has any of the other low-incidence disabilities, resource teaching support will be allocated on that basis.

Specific speech and language disorder

Such pupils should meet **each** of the following criteria:

- The pupil has been assessed by a psychologist on a standardised test of intelligence that places non verbal or performance ability within the average range or above.
- The pupil has been assessed by a speech therapist on a standardised test of language development that places performance in one or more of the main areas of speech and language development at two standard deviations or more below the mean, or at a generally equivalent level.
- The pupil's difficulties are not attributable to hearing impairment; where the pupil is affected to some degree by hearing impairment, the hearing threshold for the speech-related frequencies should be 40Db;
- Emotional and behavioural disorders or a physical disability are not considered to be primary causes.
- Pupils with speech and language delays and difficulties are not to be considered under this category.
- In the case of specific speech and language disorder it is a pupil's **non-verbal or performance ability** that must be within the average range or above. (i.e. non-verbal or performance IQ of 90, or above).
- The pupil must also have been assessed by a speech and language therapist and found to be at two or more standard deviations (S.D.) below the mean, or at a generally equivalent level (i.e. - 2 S.D. or below, at or below a standard score of 70) in one or more of the main areas of speech and language development.
- **Two** assessments, a psychological assessment and a speech and language assessment are necessary in this case.
- A maximum allocation of 4 hours teaching support per week from a resource teacher may be made to schools in respect of each pupil assessed as having specific speech and language disorder.

Multiple disabilities

Pupils assessed with multiple disabilities meet the criteria for two or more of the disabilities described above. A maximum allocation of five hours teaching support per week from a resource teacher may be made to schools in respect of each pupil assessed as having multiple disabilities.

Learning Support

The general allocation model provides additional teaching resources to assist schools in making appropriate provision for:

Pupils who are eligible for learning support teaching: *In determining eligibility for learning support teaching, priority should be given to pupils whose achievement is at or below the 10th percentile on standardised tests of reading or mathematics.*

Pupils with learning difficulties, including pupils with mild speech and language difficulties, pupils with mild social or emotional difficulties and pupils with mild coordination or attention control difficulties associated with identified conditions such as dyspraxia, ADD, ADHD.

SP ED 08/02

Borderline Mild General Learning Disability

Such children have been assessed by a psychologist as having a borderline mild general learning disability. A psychologist may recommend such children for additional teaching support or special class placement on account of a special learning problem such as:

- Mild emotional disturbance associated with persistent failure in the ordinary class (disruptive behaviour on its own, however, would not constitute grounds for special class placement or additional teaching support);
- Immature social behaviour;
- Poor level of language development in relation to overall intellectual level. A recommendation to place such a child in a special class or to allocate additional teaching resources to support a school in catering for his/her needs should take into account the extent to which the child is making progress in his/her present learning environment and the other existing support available to the child in his/her school.

Mild General Learning Disability

Such children have been assessed by a psychologist as having a mild general learning disability.

Specific Learning Disability

Such children have been assessed by a psychologist as:

1. Being of average intelligence or higher; and
2. Having a degree of learning disability specific to basic skills in reading, writing or mathematics which places them at or below the 2nd percentile on suitable, standardised, norm-referenced tests.

Children who do not meet these criteria and, who in the opinion of the psychologist, have a specific learning disability are more properly the responsibility of the remedial teacher¹ and/or the class teacher.

¹ This circular should be interpreted in accordance with the terms of circular SP 02/05

DES circulars pertaining to qualifications necessary for LS/RT posts

Primary level

SP ED 02/2005

0036/2006

0034/2007

0025/2010

0040/2010

Post Primary level

0040/2010

Addresses of Colleges/Universities offering the Combined Post-Graduate Diploma Programme of Continuing Professional Development for Teachers involved in Learning Support and Special Education

1. Church of Ireland College of Education,
96 Upper Rathmines Road,
Rathmines,
Dublin 6.
www.cice.ie

Phone: (01) 4970033
Fax: (01) 4971932
Email: dmckeon@cice.ie

2. Mary Immaculate College,
Department of Special Education,
South Circular Road,
Limerick.
www.mic.ul.ie

Phone: (061) 204563
Fax: (061) 313632
Email: mairead.horan@mic.ul.ie

3. School of Education,
National University of Ireland,
Galway.
www.nuigalway.ie

Phone: (091) 492195
Fax: (091) 750538
Email: education@nuigalway.ie

4. St. Angela's College,
Education Department,
Lough Gill,
Sligo.
www.stangelas.nuigalway.ie

Phone: (071) 9195551
Fax: (071) 9146510
Email: education@stangelas.nuigalway.ie

5. St. Patrick's College,
Special Education Department,
Drumcondra,
Dublin 9.
www.spd.dcu.ie/

Phone: (01) 8842031
Fax: (01) 8842294
Email: SpEd.Office@spd.dcu.ie

6. Special Education Office,
Department of Education,
University College Cork,
Cork.
www.ucc.ie

Phone: (021) 4902465
Fax: (021) 4270291

7. School of Education,
Roebuck Castle,
University College Dublin,
Belfield,
Dublin 4.

Phone: (01) 7167967
Fax: (01) 7161143
Email: mary.cusack@ucd.ie

Application Form – Post-Primary Teachers – Circular 0001/2011

Combined Post-Graduate Diploma Programme of Continuing Professional Development for Teachers involved in Learning Support and Special Education – 2011/2012

To be completed by Teachers in Post-Primary Schools or in other Educational Services, e.g., Interventions, Youthreach, Prison Services, etc.

Please complete and **return to the College/University of your choice by 1st of March 2011.**

1. **Personal Details**

Name: _____ School: _____

Home Address: _____ School Address: _____

Home Ph: _____ School Roll No: _____

Mobile: _____ School Phone: _____ Fax: _____

Personal e-mail: _____ School e-mail: _____

Teacher Payroll No: _____ Principal: _____

2. **Registration Details (Per Teaching Council Registration Certificate or per letter of confirmation of registration from the Teaching Council)***

Teacher Registration Number _____ Education Sector _____

***A copy of the Teacher Registration Certificate or a letter of confirmation of registration as provided by the Teaching Council must accompany this form.**

3. **Current Teaching Position**

3 (a) Please tick which of the following best describes your current Employment Status:

Permanent

Contract of Indefinite Duration (CID)

Fixed Term Contract

Other, please specify: _____

If employed in a part time capacity, for how many hours are you employed? _____

3 (b) Please tick which of the following best describes the teaching position you will hold in 2011/2012 (*You may tick more than one box*):

Position	√ as appropriate	Position	√ as appropriate
Learning Support Hours in Mainstream		Resource Hours in Mainstream	
Resource Post		Ex-quota Learning Support Post	
Resource Teacher for Travellers		Teacher in Special Class	
Other: Please specify: _____			

3 (c) Please state:

- Your total number of years teaching: _____
- Number of years teaching in your present school: _____
- When were you appointed to your present LS/SEN post/hours? _____
- Date of establishment of this LS/SEN post: _____
- Have you been given timetabled hours for Learning Support work for the current year?
(please state the number of hours): _____
- Have you been given timetabled hours for Special Educational Needs work for the current year?
(please state the number of hours): _____

3 (d) Please state:

Number of students you are currently teaching in your capacity as indicated at **3 (c)** above: _____

3 (e) Please state:

Number of timetabled hours you teach in Mainstream: _____

3 (f) Have you been given timetabled hours for **Learning Support** work for **2011-2012**: _____

If yes, please state the number of hours: _____

3 (g) Have you been given timetabled hours for **Special Educational Needs** work for **2011-2012**: _____

If yes, please state the number of hours: _____

3 (h) For the school year 2011/2012, how many hours per week will you be timetabled in the following areas of work:

Special Class: _____ Withdrawal Work: _____

Team Teaching: _____

Consultation with Colleagues/Parent/Others (please specify): _____

Other (please specify): _____

If your timetable has not yet been drawn up, please confirm with your principal that it will accord with the criteria in the accompanying circular:

I have certified with my principal that this will be the case: Yes: **No:**

3 (i) Please state name, address and roll numbers of all the schools in which you teach, where applicable:

Name	Address	Roll Number	DEIS School

4. Professional or other qualifications held:

College, University or other Awarding Body	Dates of attendance and whether full-time or part-time	Degree or other Qualifications obtained/to be obtained	Grade/Class (if any)	Subject(s)	Date of Award

5. Previous Teaching Experience

5 (a) Number of years teaching mainstream classes: _____

Name and Address of School(s) Dates

5 (b) Prior to taking up your current position, please state number of years in:

Special Schools _____ Special Classes _____ Learning Support Teaching _____
Resource Teaching _____ Other (please specify) _____
Total _____

Name and Address of School(s) Dates

5 (c) Please provide details of any other relevant experience in educational settings e.g. subjects you currently teach:

6. Previous Professional Development courses attended (e.g. SESS, ICEP Europe, In-service):

Name & Dates of Professional Development Course	Duration	Grade/Class (if any)	Subject(s)	Year of Completion of Professional Development Course	Accrediting Body

7. Details of other applications made

7 (a) Have you previously applied for the Learning Support/Special Educational Needs Course? Yes No

If yes: What year _____

Which College/University _____

7 (b) Have you applied to other Colleges/Universities for the 2011/2012 Programme? Yes No

If yes: Which College/University _____

I have read the description of the programme of continuing professional development as set out in Circular 0001/2011 and I agree to attend, in full, the Course for which I am making application and to fulfil the necessary conditions of such participation. I will notify my school authority of any absence from the course in accordance with normal procedures.

I confirm that I understand Travel & Subsistence is payable only to teachers who do not currently hold an SEN Post and will not be taking up such a post in the coming year. I agree, that if I qualify for and receive such payments and subsequently take up an SEN Post I will repay all funds to the relevant College/Institution.

SIGNED: _____

Date: _____

Please return completed application form, a copy of your Registration Certificate or a letter of confirmation of registration from the Teaching Council and the form to be completed by the schools authorities to the College/University of your choice.

Closing date for applications is 1st of March 2011

Thank you for your cooperation in completing this application form.

8 To be completed by the School Authorities

8 (a) Please state:

(i) The number of teachers with Learning Support/Special Education duties

(ii) The number of teachers who have qualifications in Learning Support/Resource Teaching/Special Education

(iii) How many of these teachers referred to at (ii) above are currently working in LS/SEN

8 (b) Please state:

(i) The number of students in Junior Cycle (2010/11)

(ii) The number of students in Senior Cycle (2010/11)

(iii) The number of students in Educational Service (2010/11)

8 (c) Please state the number of successful applications for the Learning Support/Special Educational course which have been made by your school since 2006

8 (d) Please state the number of unsuccessful applications for the Learning Support/Special Educational course which have been made by your school since 2006

8 (e) For what years were the applications at 8 (d) above made

Please attach a copy of the applicants **2011/2012 timetable** incorporating the designated Learning Support/Resource hours. If it is not available please forward a copy, when completed, to the relevant College/University. **Please note that teachers who will be attending the Course will be released for eight weeks over the academic year for which substitution will be provided.**

Please note that it will only be possible for the teacher to take up a place or continue on the course if the necessary hours and facilities to enable full participation are provided. It is particularly important that teachers participating in the programme are given a work-load which will permit them to benefit fully from the continuing professional development being offered.

8 (f) Please indicate, by category, how many students have been assessed as having special educational needs in your school

Category of Special Need	Incidence	No of Students
Physical Disability	Low	_____
Hearing Impairment	Low	_____
Visual Impairment	Low	_____
Emotional Disturbance	Low	_____
Borderline Mild General Learning Disability	High	_____
Mild General Learning Disability	High	_____
Moderate General Learning Disability	Low	_____
Severe/Profound General Learning Disability	Low	_____
Autism/Autistic Spectrum Disorders	Low	_____
Specific Learning Disability	High	_____
Assessed Syndrome	Low	_____
Specific Speech & Language Disorder	Low	_____
Multiple Disabilities	Low	_____
Other	Please specify _____	_____

8 (g) Please indicate how many students other than those listed at 8(f) would be in receipt of learning support? _____

I nominate _____ to attend this post-graduate programme and I confirm that the applicant for this combined course is a registered teacher in accordance with Section 31 of the Teaching Council Act, 2001.

I confirm that the details contained within the candidate's application form is correct and that the information in this application form is correct and, if the above named teacher is given a place on **Combined Post-Graduate Diploma Programme of Continuing Professional Development for Teachers involved in Learning Support and Special Education** – 2011/2012, that the Board of Management agrees to release him/her to attend the programme and will fulfil all course requirements as specified in Circular 0001/2011. I undertake to ensure that the required substitution will be in place in a timely manner and I agree that I will not request the teacher to attend any school event for any reason during block release dates.

SIGNED:

(Principal)

DATE:

COUNTER SIGNED:

(Director/Manager/Chief Executive Officer/Chairperson, Board of Management)

DATE:

Data Protection

The Department of Education and Skills will treat all personal data you provide on this form as confidential and will use it solely for the purpose intended. The information will only be disclosed as permitted by law or for the purposes listed in the Department's registration with the Data Protection Commissioner (DPC) - Ref 10764/A.

The colleges listed within this document will treat all personal data you provide on this form as confidential and will use it solely for the purpose intended. The information will only be disclosed as permitted by law or for the purposes listed in their respective registrations.

If the information you have provided is to be used for purposes other than outlined in the Department's or colleges' (as applicable) registration with the DPC your permission will be sought.

Combined Post-Graduate Diploma Programme of Continuing Professional Development for
Teachers involved in Learning Support and Special Education – 2011/2012

To be completed by Teachers in Mainstream Primary and Special Schools

Please complete and **return to the College/University of your choice by 1st of March 2011**

1. Personal Details

Name: _____ School: _____

Home Address: _____ School Address: _____

Home Ph: _____ School Roll No: _____

Mobile: _____ School Phone: _____ Fax: _____

Personal e-mail: _____ School e-mail: _____

Teacher Payroll No: _____ Principal: _____

Please state Year of Probation: _____

2. Registration Details (per Teaching Council Registration Certificate or per letter of confirmation of registration from the Teaching Council)*

Teacher Registration Number _____ Education Sector _____

***A copy of the Teacher Registration Certificate or a letter of confirmation of registration as provided by the Teaching Council must accompany this form.**

3. Current Teaching Position

3 (a) Please tick which of the following best describes your current Employment Status:

Permanent

Contract of Indefinite Duration (CID)

Fixed Term Contract

Other, please specify: _____

If employed in a part time capacity, for how many hours are you employed _____

3 (b) Please tick which of the following best describes the teaching position you will hold in 2011/2012:

Position	√ as appropriate	Position	√ as appropriate
Learning Support/Resource Teacher		Resource Teacher in mainstream school	
Class Teacher in a special school		Teacher in a special class in a mainstream school	
Resource Teacher for Travellers		Subject Teacher in a special school	
Visiting teacher (specify SEN category and number on caseload) _____		Principal in a special school	
Other (please specify) _____			

Please state the number of students with SEN whom you are currently teaching in school: _____

Please give a brief description of the students (stating SEN category/ies) with whom you currently work:
(Please see appendix 1 for definition of these categories.)

3 (c) Please state:

- Your total number of years teaching _____
- Number of years teaching in your present school _____
- When were you appointed to your present LS/SEN post/hours? _____
- Date of establishment of this LS/SEN post _____

3 (d) Please state:

Number of students you are currently teaching in your capacity as indicated at **3 (c)** above: _____

3 (e) Number of years teaching mainstream classes: _____

3 (f) Please state name, address and roll numbers of all the schools in which you teach, where applicable:

School Name	Address	Roll Number	DEIS category
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. Professional or other qualifications held

College, University or other Awarding Body	Dates of attendance and whether full-time or part-time	Degree or other Qualifications obtained/to be obtained	Grade/Class (if any)	Subject(s)	Date of Award

5. Previous Teaching Experience

5 (a) Prior to taking up your current position, please state number of years as a teacher in:

Special Schools	_____	Special Classes	_____
Learning Support Teaching	_____	Resource Teaching	_____
Other (please specify)	_____	Total	_____

Name and Address of School(s)
(please specify teaching role)

Dates

5 (b) Please provide details of any other relevant experience in educational settings:

6. **Previous Professional Development (e.g. SESS, ICEP Europe, In-service)**

Name & Dates of Professional Development Course	Duration	Grade/Class (if any)	Subject(s)	Year of Completion of Professional Development Course	Accrediting Body

7. **Other applications made**

7 (a) Have you previously applied for the Learning Support/Special Educational Needs Course? Yes No

If yes: What year? _____
Which College/University? _____

7 (b) Have you applied to other Colleges/Universities for this course for the 2011/2012 programme?

Yes No

If yes: Which College/University _____

I have read the description of the programme of continuing professional development as set out in Circular 0001/2011 and I agree to attend, in full, the course for which I am making application and fulfil the necessary conditions of such participation. I will notify my school authority of any absence from the course in accordance with normal procedures.

I confirm that I understand Travel & Subsistence is payable only to teachers who do not currently hold an SEN Post and will not be taking up such a post in the coming year. I agree, that if I qualify for and receive such payments and subsequently take up an SEN Post I will repay all funds to the relevant College/Institution.

SIGNED: _____ DATE: _____

**Please return completed application form, a copy of your Registration Certificate or a letter of confirmation of registration from the Teaching Council, and the form to be completed by the schools authorities to the College/University of your choice.
Closing date for applications is 1st of March, 2011**

Thank you for your cooperation in completing this application form.

**Principals of Mainstream Primary Schools should
complete question 8 (a) to 8 (g)**

8. To be completed by the School Authorities

8 (a) Please state:

(i) The number of teachers with Learning Support/Special Education duties _____

(ii) The number of teachers who have qualifications in Learning Support/Resource Teaching/Special Education _____

(iii) How many of these teachers referred to at (ii) above are currently working in LS/SEN? _____

8 (b) Please state total number of students enrolled in the school _____

8 (c) Please state the number of successful applications for the Learning Support/Special Educational course which have been made by your school since 2006 _____

8 (d) Please state the number of unsuccessful applications for the Learning Support/Special Educational course which have been made by your school since 2006 _____

8 (e) For what years were the applications at 8 (d) above made: _____

Please note that teachers who will be attending the Course will be released for eight weeks over the academic year for which substitution will be provided.

Please note that it will only be possible for the teacher to take up a place or continue on the course if the necessary hours and facilities to enable full participation are provided. It is particularly important that teachers participating in the programme are given a work-load which will permit them to benefit fully from the continuing professional development being offered.

8 (f) Please indicate, by category, how many students have been assessed as having special educational needs in your school

Category of Special Need	Incidence	No of Students
Physical Disability	Low	_____
Hearing Impairment	Low	_____
Visual Impairment	Low	_____
Emotional Disturbance	Low	_____
Borderline Mild General Learning Disability	High	_____
Mild General Learning Disability	High	_____
Moderate General Learning Disability	Low	_____
Severe/Profound General Learning Disability	Low	_____
Autism/Autistic Spectrum Disorders	Low	_____
Specific Learning Disability	High	_____
Assessed Syndrome	Low	_____
Specific Speech & Language Disorder	Low	_____
Multiple Disabilities	Low	_____
Other	Please specify _____	_____

8 (g) Please indicate how many students are in receipt of LS hours: _____

I nominate _____ to attend this post-graduate programme and I confirm that the applicant for this combined course is a registered teacher in accordance with Section 31 of the Teaching Council Act, 2001.

I confirm that the details contained within the candidate's application form is correct and that the information in this application form is correct and, if the above named teacher is given a place on **Combined Post-Graduate Diploma Programme of Continuing Professional Development for Teachers involved in Learning Support and Special Education** – 2011/2012, that the Board of Management agrees to release him/her to attend the programme and will fulfil all course requirements as specified in Circular 0001/2011. I undertake to ensure that the required substitution will be put in place in a timely manner and I agree that I will not request the teacher to attend any school event for any reason during block release dates.

SIGNED: _____
(Principal)

DATE: _____

COUNTER SIGNED: _____
(Director/Manager/Chief Executive Officer/Chairperson, Board of Management)

DATE: _____

**Principals of Special Schools should complete
question 9 (a) to 9 (g)**

**Principals of Mainstream Primary Schools should complete question 8 (a) to 8 (g).
Principals of Special Schools should complete question 9 (a) to 9 (g).**

9. To be completed by the School Authorities

9 (a) Please state:

(i) The number of teachers in your school _____

(ii) The number of teachers who have qualifications in Learning Support/Resource Teaching/Special Education _____

9 (b) Please state total number of students enrolled in your school _____

9 (c) Please state the number of successful applications for the Special Educational course which have been made by your school since 2006 _____

9 (d) Please state the number of unsuccessful applications for the Special Educational course which have been made by your school since 2006 _____

9 (e) For what years were the above applications at 9 (d) above made: _____

Please note that teachers who will be attending the Course will be released for eight weeks over the academic year for which substitution will be provided.

Please note that it will only be possible for the teacher to take up a place or continue on the course if the necessary hours and facilities to enable full participation are provided. It is particularly important that teachers participating in the programme are given a work-load which will permit them to benefit fully from the continuing professional development being offered.

9 (f) Please indicate, by primary category of disability, how many assessed students your school caters for:

Category of Special Need	Incidence	No of Students
Physical Disability	Low	_____
Hearing Impairment	Low	_____
Visual Impairment	Low	_____
Emotional Disturbance	Low	_____
Borderline Mild General Learning Disability	High	_____
Mild General Learning Disability	High	_____
Moderate General Learning Disability	Low	_____
Severe/Profound General Learning Disability	Low	_____
Autism/Autistic Spectrum Disorders	Low	_____
Specific Learning Disability	High	_____
Assessed Syndrome	Low	_____
Specific Speech & Language Disorder	Low	_____
Multiple Disabilities	Low	_____
Other	Please specify _____	_____

9 (g) Please indicate the primary category of Special Educational Need for which your school caters:

I nominate _____ to attend this post-graduate programme and I confirm that the applicant for this combined course is a registered teacher in accordance with Section 31 of the Teaching Council Act, 2001.

I confirm that the information in this application form is correct and, if the above named teacher is given a place on **Combined Post-Graduate Diploma Programme of Continuing Professional Development for Teachers involved in Learning Support and Special Education** – 2011/2012, that the Board of Management agrees to release him/her to attend the programme and will fulfil all course requirements as specified in Circular 0001/2011. I undertake to ensure that the required substitution will be in place in a timely manner and I agree that I will not request the teacher to attend any school event for any reason during block release dates.

SIGNED: _____
(Principal)

DATE: _____

COUNTER SIGNED: _____
(Director/Manager/Chief Executive Officer/Chairperson, Board of Management)

DATE: _____

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