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Autumn 2012 Admission

Application Closing Date:
1st December 2011

Iontrálacha d'Fhómhar 2012

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Introducing your teaching career



FIVE REASONS TO GO INTO TEACHING

1. **A wide choice of careers** Within teaching, there is a huge number of roles and specialisms from special education to curriculum development.
2. **The students** Building up a rapport with your students, and watching their progress, can be extremely rewarding.
3. **You don't stop learning** A teaching career provides great opportunities to continue your study and professional development.
4. **Making a difference** Teachers can have a significant influence on students' futures, whether children or second-chance adult learners.
5. **Career prospects** Promotion to positions such as special duties teachers and assistant principals can be achieved at an early stage.

A good teacher is someone who...

- is committed to the highest standards of professional practice and conduct
- is highly conscientious
- has excellent communication and organisational skills
- is caring and motivated by the best interests of his or her students
- can foster a love of learning
- is willing to engage in ongoing professional development
- can relate well to the relevant age group
- is a team player, who can collaborate with colleagues.

Teaching careers in the Republic of Ireland

Opportunities for graduates in education at all levels are more uncertain in the current economic climate: recent changes to pupil-teacher ratios and the withdrawal of posts at both primary and post-primary level mean that the supply of teachers will outstrip demand over the next number of years. Some of these changes will, however, be ameliorated by an increase in applications for voluntary and compulsory retirement from teachers. Recent high birth rates recorded in the ROI are expected to lead to increased enrolment in education at all levels up to 2030 (though variations in migration patterns will impact on this). The numbers enrolled in primary education in Ireland are expected to peak in 2017 at 554,700 (medium estimate); this is an increase of just under 46,000 on numbers enrolled in 2009. The numbers enrolled in post-primary education are expected to peak in 2024 at 383,100 (medium estimate); an increase of just under 71,000 on numbers enrolled in 2009.

Wide-ranging opportunities

The education sector represents a major area of employment for graduates, offering a wide range of rewarding career opportunities. These include mainstream teaching at primary and post-primary level, special education, learning support, language support, teaching English as a foreign language (TEFL), in-service teacher education, adult education, curriculum development, careers and educational guidance and counselling, third-level education, educational psychology, educational research and ancillary areas. The continuing high demand for places on Teaching Council accredited teacher education programmes and for academic positions in higher education means that entry into the sector is highly competitive. You will need to be determined and flexible when looking for your first step on the career ladder. Job applicants need to be really well prepared, particularly where interviews are conducted as part of the selection procedure. A school teacher with an honours degree can expect to earn around €32,000 in the Republic. The starting salary for school teachers in Northern Ireland is around £21,500.

Teaching careers in Northern Ireland

In contrast to enrolment in the ROI, the school system in Northern Ireland has been experiencing a major reduction in pupil population resulting in a decline in demand for teachers. Between 1996/97 and 2005/06 there was a decline of almost 13 per cent in primary school enrolments, and this decline is expected to continue. The post-primary population aged 11–15 is estimated to fall from 2004 figures by 10 per cent by 2012 and by 17 per cent by 2024. There is currently a significant oversupply of teachers in Northern Ireland.

Getting a job

How to qualify as a teacher and where to look for work.

Entry requirements

For all teaching posts you will need a recognised teaching qualification such as a Bachelor of Education (BEd), Professional Diploma in Education (PDE) or Postgraduate Certificate in Education (PGCE). For specialist posts such as learning support, special education needs and guidance counselling (but not language support) you will also need a specialist postgraduate qualification. See the 'areas of work' articles for more details about particular areas of teaching.

Graduates of Teaching Council accredited Montessori programmes are eligible for employment as teachers in restricted school settings.

From 2011, for entry onto PDE courses at NUI colleges, points will not be awarded for teaching experience. See www.pac.ie.

Registration

To pursue a career as a teacher you will need to be registered with the Teaching Council in ROI (www.teachingcouncil.ie) or the General Teaching Council for Northern Ireland (www.gtcni.org.uk), which regulate the profession in the respective jurisdictions. Competency in the Irish language is a prerequisite for registration at primary level in ROI.

If you have qualified outside your own jurisdiction and want to return home to teach, you must submit details of your qualifications to the relevant Teaching Council to determine if they meet the requirements for registration.

In ROI, new regulations for registration with the Teaching Council came into effect in 2009. *The Teaching Council [Registration] Regulations, 2009* set out the qualifications requirements for entry onto the Register of Teachers in all sectors. The key requirement of a level 8 degree and a teacher education qualification will be applied universally across all sectors (primary and post-primary, including further education) from 2013.

Probation and induction

All newly qualified primary teachers in ROI are required to undergo a probationary period in accordance with defined procedures. The National Induction Programme for Teachers (NIP) is now available in all 21 full-time Education Centres for all newly qualified teachers.

Full information on the NIP is available as follows:

- Primary teachers www.teacherinduction.ie
- Post-primary teachers www.nationalinductionprogramme.com

Students commencing a teacher education qualification in another EEA member state from 1 January 2011 onwards must also complete any required period of post-qualification professional practice (eg NQT or Induction year) in that

member state. Additionally they must be fully recognised/registered under the terms of the Directive 2005/36/EC by the designated authority of that member state prior to seeking registration with the Teaching Council in Ireland.

Probation and induction is overseen by the Department of Education and Skills. However, the Teaching Council will assume responsibility from September 2012. Primary teachers must be registered with the Teaching Council before they can commence probation. Full registration with the Council is granted when a teacher has successfully completed a period of probation (and met any other conditions of registration).

All newly qualified post-primary teachers in ROI registering with the Teaching Council will be registered with the condition of Post Qualification Employment (PQE). In accordance with defined procedures, this condition requires a teacher to gain 300 hours' teaching experience that has been verified and signed by a school principal.

Newly qualified teachers in Northern Ireland complete their induction during their first year teaching. This is the equivalent to probation in ROI. Induction is not compulsory but is the norm. This is followed in years two and three by Early Professional Development (EPD), and then a Performance Review Staff Development (PRSD) on an annual basis.

How to find work

Jobs in schools, further education and higher education in the ROI are advertised online and occasionally in daily national newspapers. Teachers in state-funded schools, although they are paid directly by the Department of Education and Skills, are recruited by individual schools.

Institutions in higher education recruit directly through newspaper advertisements and through higher education, national and institutional websites. Posts within education departments in higher education institutions, which are advertised publicly, may also be filled by seconding teachers with specialist expertise and qualifications from the primary or post-primary sectors.

Vacancies in primary and post-primary schools in the Republic are advertised on www.educationposts.ie (operated by the Irish Primary Principals' Network) and other websites such as www.educationcareers.ie. You can also submit speculative applications to school principals and can apply to have your name on a Vocational Education Committee (VEC) panel.

In Northern Ireland, recruitment is through national newspapers and websites and on the Northern Ireland Substitute Teacher Register (www.nistr.org.uk).

See pages 17–18 for more information about qualifications and professional development.

Primary teaching

In Ireland, primary teachers are qualified to teach the entire range of subjects in the curriculum to children from Junior Infants to Sixth Class (normally in the age group 4–12). The teacher is responsible for creating a community of learning by planning and organising appropriate activities in each area of the curriculum.

A typical job involves some whole-class teaching, but may also involve group teaching or individual teaching. In the course of a school day, a class teacher will often deal with a number of other professionals including other class teachers, resource teachers, special needs assistants, home-school liaison officers, school principals, and outside experts such as educational psychologists. Teachers generally follow a timetable, which often needs to be flexible to cope with unexpected events.

Teachers also assess pupils and keep records of achievement in order to inform discussions with parents/guardians and also to pass on to the next teacher as the pupils progress. Additionally, many teachers involve themselves in extra-curricular activities with the children in their own and other classes, which can include sporting, musical, dramatic or other activities – many of which take place outside the normal scheduled school day.

Teachers strive to create a positive learning environment for the children in their care and often act as facilitators as well as imparting knowledge. They plan and prepare to present lessons that cater for the needs of the whole range of abilities within their class.

Key skills

Any good teacher must be an effective communicator, both in expressing themselves and when listening to others. Subject knowledge is important, but more important is the need to foster curiosity among learners. The core values of the teaching profession are described in the Teaching Council's *Code of Professional Conduct for Teachers*, a copy of which is given to all newly qualified teachers.

Entry requirements

There are two entry routes into primary teaching in both jurisdictions:

1. A recognised full-time programme leading to a Bachelor of Education (BEd) degree.
2. A level 8 degree or a major award at level 9 qualification plus a recognised postgraduate diploma/certificate in education (primary). In ROI this is the Graduate Diploma in Education (primary) of 90 European Credit Transfer and Accumulation System (ECTS) credits. This course is expected to become a two-year programme in the near future. In NI it is



the Postgraduate Certificate in Education (PGCE), which lasts one academic year. Applicants are required to have an honours degree in subject/s relevant to the primary school curriculum.

Primary teachers in the ROI are educated to teach the full age range in school, while primary teachers in Northern Ireland may opt to specialise in early childhood education or to teach the full age range (Key Stage 1 and 2).

Montessori teachers

Qualified Montessori teachers can work in private Montessori schools, crèches, special primary schools, special classes within mainstream primary schools and in pre-schools funded by the Health Service Executive (HSE). Teachers with the three-year full-time AMI Diploma or the National Diploma or Degree from St Nicholas Montessori College may work as resource teachers in primary schools in the ROI. In Northern Ireland, Montessori teachers who do not hold a recognised teaching qualification (approved by GTCNI) are not eligible for employment in grant-aided schools.

FIND OUT MORE

- The Teaching Council (ROI) www.teachingcouncil.ie
- INTO www.into.ie Irish National Teachers' Organisation (ROI and NI)
- Educate Together www.educatetogether.ie Representative organisation for multi-denominational primary schools in ROI
- Association of Independent Junior Schools in Ireland www.aijs.info
- Association Montessori Internationale (AMI) www.montessori-ami.org
- Teaching Montessori www.montessori.edu/info.html
- General Teaching Council for Northern Ireland www.gtci.org.uk

Post-primary teaching

The three main categories of post-primary schools in ROI are voluntary secondary schools, vocational (VEC) schools, and community/comprehensive schools. All these schools follow the same state-prescribed curriculum and take the same state-public examinations. They are staffed by similarly qualified teachers, who are paid on the same salary scale.

In Northern Ireland there are two main school categories: grammar schools and secondary schools. Post-primary schools currently operate under the auspices of the five Education and Library Boards, or the Council for Catholic Maintained Schools. All post-primary schools follow the Northern Ireland curriculum.

A standard working week for a post-primary teacher consists of 22 class-contact hours, plus time spent in lesson preparation and grading assignments. Teachers must also be available for other activities such as parent-teacher meetings, which may take place inside and outside of school hours.

Typical duties include planning and teaching lessons, and setting and grading assignments and exams. Teachers also liaise with other teachers, and other professionals such as guidance counsellors and educational psychologists.

Teachers may participate in extra-curricular activities such as school trips or sporting activities. Many teachers opt to supervise or correct State examinations.

Post-primary teachers usually specialise in one or two subjects and teach these subjects to students in all years. They may teach up to eight lessons in one day to different classes, frequently of differing ability levels, depending on school policy on streaming.

Key skills

The core skills for a post-primary teacher are communication and organisational skills. An in-depth knowledge and enthusiasm for their subject area is vital. Strong self-belief, good classroom management and the ability to relate to students of different ages and ability levels are important. Teachers starting out in their career find that the workload is most intensive in the early years. Preparation is extensive and dealing with different groups of students within one working day is challenging. Enabling students to gain confidence and knowledge of their subject area is rewarding. The core values of the teaching profession are laid out in the Teaching Council's *Code of Professional Conduct for Teachers*, a copy of which is given to all newly qualified teachers.

Entry requirements

The most common entry route into post-primary teaching is



Teaching can sometimes be very challenging and the qualities that I regard as vital to teaching are the ability to remain calm, be understanding, and always well prepared. You also need to love teaching and teenagers; otherwise the profession is not for you.

Anu Meehan, Post-Primary Teacher

through a Professional Diploma in Education (PDE: ROI) or a Postgraduate Certificate in Education (PGCE: NI) geared towards the post-primary age range: 12–18 years in ROI or 11–18 years in NI. There are also several recognised four-year undergraduate/concurrent degrees in post-primary teacher education leading to a Bachelor of Education (BEd), a Bachelor of Science (BSc) or a Bachelor of Arts in Education (BA).

As a prerequisite to entering a PDE, you need to hold a degree that enables the holder to teach at least one post-primary curriculum subject to Leaving Certificate Higher Level and which satisfies the Teaching Council requirements for registration. In practice, the more teaching subjects you can offer, the greater the chances of employment.

Currently, a teacher education qualification is not generally a requirement for teachers in the VEC sector, although there are exceptions to this in some subject areas. From 2013, in accordance with *The Teaching Council [Registration] Regulations, 2009*, all teachers in the VEC and further education sectors will be required to have a level 8 degree on the National Qualifications Framework and a teacher education qualification. Further information is available from www.teachingcouncil.ie.

FIND OUT MORE

- The Teaching Council (ROI) www.teachingcouncil.ie
- Postgraduate Applications Centre www.pac.ie Central assessment of applications for admission to the Professional Diploma in Education (NUI)
- Association of Secondary Teachers in Ireland (ASTI) www.asti.ie
- Teachers Union of Ireland www.tui.ie
- Central Admissions Office www.cao.ie
- Irish Insurance Federation www.iif.ie

Other teaching roles

Resource teacher

A resource or special needs teacher works with children with learning difficulties or other special needs (eg visual, hearing or other physical disabilities) or with emotional or psychological disabilities. These teachers may be based in special or mainstream schools. Typical work activities include developing and adapting materials and teaching strategies, producing 'individual education plans' for each student, monitoring students, setting targets, writing progress reports and liaising with parents and other educational and medical professionals.

The work can be extremely rewarding but can be emotionally demanding and physically strenuous. It is important to be able to work well with other staff, to be creative, enthusiastic and self-motivated. Resource teachers are paid on the same scale as primary and post-primary teachers, with additional allowances for special needs qualifications.

Learning support teacher

Learning support teachers in primary and post-primary schools provide intensive instruction in English and/or mathematics to pupils who have difficulties with basic literacy and numeracy. Learning support teachers may work with groups and on a one-to-one basis with students. They plan and implement effective teaching strategies, and liaise with parents, other teaching staff and with the designated educational psychologist for their area.

This work can be very intensive, and teachers need to be highly motivated, organised and committed. Creativity, patience and enthusiasm are important.

To satisfy the entry criteria for a postgraduate qualification in learning support, a mainstream teacher should initially gain experience in learning support teaching.

In some schools, the role of the resource and learning support teacher may be amalgamated.

Language support teacher

The Department of Education and Skills allocates English as an Additional Language (EAL) teachers to schools catering for pupils with significant English language deficits. EAL teachers identify pupils requiring additional language support, assess pupils' proficiency in English, devise appropriate language programmes, deliver the programmes and record pupils' progress.

The allocation of EAL teachers to schools was considerably reduced in 2009, with just two language



support teachers allocated per school for 2009/10, except in schools where there is a significant concentration of students requiring language support.

EAL teachers must have qualified as teachers, but are not required to have additional qualifications, although many undertake a Certificate in English Language Teaching (CELT) course. The English Language Support Teachers' Association (ELSTA) was established in 2007.

FIND OUT MORE

- Irish Learning Support Association www.ilsa.ie
- English Language Support Teachers' Association www.elsta.ie
- Special Education Support Service www.sess.ie
- National Council for Special Education www.ncse.ie

English Language Teaching (ELT/TEFL)



English language teachers (ELTs) plan and teach courses for people who wish to learn English for educational, cultural or business purposes. ELT courses can range from those aimed at improving basic conversational skills to those designed for teaching business people who need an advanced level of English for their work. Typical employers are language schools in Ireland and abroad and classes can be made up of adults or children. Opportunities are increasing for qualified teachers to work in bilingual schools overseas, especially in Spain, and an ELT qualification would be very useful in this regard.

Entry requirements

All teachers working in recognised language schools in Ireland must have a degree and a recognised teaching English as a foreign language (TEFL) qualification. A list of recognised TEFL course providers is available on the Advisory Council for English Language Schools website. If you need to check the status of your academic qualifications, you should contact the Higher Education and Training Awards Council.

FIND OUT MORE

- Advisory Council for English Language Schools www.acels.ie
- Higher Education and Training Awards Council (www.hetac.ie)
- MEI/RELSA www.mei.ie Association of English Language Schools Ireland

Education Inspectorate

The Inspectorate is a division within the Department of Education and Skills and at present has a complement of 130 primary and post-primary inspectors. It is responsible for the inspection and evaluation of the quality of schooling, advising on educational policy and supporting teacher and school management.

The Inspectorate in Northern Ireland provides inspection services for the Department of Education (DENI), the Department for Employment and Learning (DELNI) and for the Department of Culture, Arts and Leisure (DCALNI). The majority of inspectors have previously been school teachers. Staff are recruited into the Inspectorate by open competition, which is publicly advertised.



To work as an Inspector, strong organisational skills, good interpersonal skills, and a deep understanding of the fundamentals of primary school teaching and learning are key. You need a strong appreciation for the manner in which teachers and schools develop as learners and agents of education.

John White, District Inspector



Lecturing

Lecturers are usually based in institutions of higher and further education. The work involves lecturing to groups of students, both undergraduate and postgraduate; supervising students in their research activities; planning and preparing teaching materials and exams; correcting exams; designing and developing courses; ongoing research and writing; submitting journal articles; and presenting papers at conferences, both national and international.

Key skills

Good organisational skills are essential in managing teaching commitments along with other duties, as are excellent presentation skills. There are a number of postgraduate courses on academic practice that you can pursue. Some institutions also provide in-house training in teaching methodologies. It is important to be confident, able to communicate well and to relate well to an increasingly diverse student population.

Entry requirements

Most academic staff working full time in higher education are expected to be studying for, or to already have, a doctorate in their subject area; to have research, teaching and administrative experience in higher education; and to have published in their field. A professional qualification in higher education is not generally a requirement for academic staff in the Republic, but in-service courses in teaching and learning are available on a continuous basis to academic staff in higher education.

In Northern Ireland, all lecturers are required to have a Postgraduate Certificate of Education and Further Education (PCEFE), which must be obtained within three years of appointment.

Finding a job

Vacancies in state-aided higher education institutions are advertised in national daily papers, on institutions' own websites and on specialist websites such as www.heanet.ie and www.jobs.ac.uk.

Obtaining an academic position in higher education is highly competitive. Over 46 per cent of PhD graduates from ROI in 2008 were working in higher education in Ireland. Of those working overseas, 34 per cent were working in higher education. Of the 195 PhD students who graduated from Northern Irish institutions in 2008, 12.8 per cent were employed in higher education in Northern Ireland, while an additional 5 per cent were employed in higher education overseas.



Most applicants for contract or permanent positions are required to have a doctorate level qualification. Successful applicants need to have administrative experience, in addition to extensive research experience and publications.

Getting experience

Postgraduates wanting to work in higher education should take up tutoring positions in their own or in other institutions. Short-term contracts are a common and effective way of gaining initial experience. Publications, research activities and attendance at conferences and symposia are essential for networking and making contacts within your field.

FIND OUT MORE

- HEAnet www.heanet.ie National education and research network
- www.jobs.ac.uk UK jobs in higher education
- www.euraxess.ie Research opportunities in ROI

Adult education



This can be an extremely varied area in which to work. Adult education in community settings is usually provided by the local Vocational Education Committees (VECs). Initiatives include the Vocational Training Opportunities Scheme (VTOS), the Back to Education Initiative, Adult Literacy and higher education access courses. City of Dublin VEC, for example, has established six area teams to co-ordinate the adult education services in its area.

Adult education in Northern Ireland is provided by the colleges of further education. There are currently six regional colleges of further education in Northern Ireland, which are members of the Association of Northern Ireland Colleges. The colleges cater for the needs of all learners so courses can be part time or full time and range from the essential skills of numeracy and literacy through to degree studies. They offer an increasing range of courses, including foundation programmes, higher education diplomas and degrees.

Adult education guidance

The Adult Education Guidance Initiative (AEGI) in ROI is co-ordinated by the National Centre for Guidance in Education. It consists of 40 guidance projects throughout the country with the aim of providing a quality adult educational guidance service to participants in VTOS, literacy and other adult and community education programmes nationwide.

The Educational Guidance Service for Adults (EGSA) in Northern Ireland is a local, independent, not-for-profit,

frontline service that was established to provide adults with information about learning. It is funded by the Department for Employment and Learning (DELNI). EGSA has a network of local offices through which it provides services to adult learners, learning advisers, providers, employers and anyone interested in improving access to learning for adults.

Entry requirements

At present, teachers working in further or adult education in the ROI do not need to have a professional teaching qualification. From 2013, in accordance with *The Teaching Council [Registration] Regulations, 2009*, all teachers in primary, post-primary and further education will be required to have a degree or equivalent (carrying 180 ECTS credits) and an appropriate teaching qualification. Further information is available from www.teachingcouncil.ie.

In NI, the qualifications required vary according to subject area. In general, graduate level qualifications are the norm for academic subjects and City and Guilds qualifications apply to more practical subject areas.

Finding a job

Part-time work is prevalent in adult education. Most graduates working in this area are employed by Vocational Education Committees. Positions are advertised on VEC websites (see www.ivea.ie). You may apply to have your name on a panel with a VEC. Positions in adult guidance are advertised in national dailies.

In NI, adult education vacancies are advertised in local newspapers. You may also apply to be registered on a lecturers' panel with individual colleges to be notified of vacancies.

If you are looking for work in adult education, try to get part-time teaching hours with your local VEC or with NALA (National Adult Literacy Association).

FIND OUT MORE

- National Centre for Guidance in Education www.ncge.ie
- National Adult Literacy Agency www.nala.ie
- Adult Education Officers' Association www.aeoa.ie
Professional body of Adult Education Officers employed by VECs
- Adult Educational Guidance Initiative www.ncge.ie/adult_guidance.htm Adult education in ROI
- Educational Guidance Service for Adults www.egsa.org.uk Adult education in NI

Careers guidance



Republic of Ireland

Guidance counsellors in the Republic are employed by and based in post-primary schools. They are usually teachers who have spent some time in mainstream teaching before undergoing further professional development to specialise in careers guidance and counselling. This work is quite varied, involving vocational, educational and personal counselling of students.

Guidance counsellors work with whole classes and also on an individual basis with students. In larger schools, guidance counsellors may spend a considerable amount of time on personal counselling of students and are usually timetabled accordingly. This is a rewarding job, but it can also be quite solitary in comparison with teaching.

Guidance counsellors and careers advisers can be employed outside of school settings. This could be working with early school leavers, disadvantaged groups and adults as well as working in private practice. In higher education, careers advisers work with both undergraduate and postgraduate students, covering such topics as subject choice, career exploration, goal-setting, further study and job-seeking strategies. This work also involves liaising with employers seeking to recruit graduates, preparing and delivering presentations, attending in-service training, reporting on the destination of graduates and involvement in collaborative projects with careers advisers in other institutions. Most careers advisers working in state-funded higher education institutions are members of the Association of Higher Education Careers Services (AHECS), which is an all-Ireland association. Find out more: www.ahecs.ie

Key skills

You will need to be detail-conscious with good organisational skills as you will need to manage your time effectively, manage a lot of information, plan ahead and work to deadlines. You will also need the interpersonal skills to encourage students and facilitate them in taking responsibility for their choices and future. As with teaching, the relationships that guidance counsellors have with students is very important. You need to be approachable, empathetic and hold the respect of pupils and other staff.

Entry requirements

Schools: To be employed as a guidance counsellor in a mainstream post-primary school, you need to be a registered post-primary teacher, with a degree in at least one teaching subject, a recognised teaching qualification and an appropriate postgraduate qualification. Most guidance counsellors are members of the Institute of Guidance Counsellors, which provides in-service training each year.

Higher education: Careers advisers in higher education come from a range of academic and employment backgrounds but all must hold a primary degree level qualification in addition to a postgraduate qualification at either diploma or masters level. Graduates who wish to work in higher education careers guidance need to have good presentation, research and administrative skills.

Adult education: Guidance staff employed in Adult Education Guidance Services in ROI need to have a degree and a professional postgraduate qualification in guidance. Careers advisers employed in the Educational Guidance Service for Adults in Northern Ireland are required to have a NVQ Level 4 in Advice and Guidance.

Finding a job

School-based vacancies in guidance counselling are advertised through Qualifax (www.qualifax.ie), which emails vacancies to members of the Institute of Guidance Counsellors.

Northern Ireland

Careers services in Northern Ireland are part of the Northern Ireland Civil Service and operate under the auspices of the Department for Employment and Learning (DELNI). Staff are not located in schools but in one of the four dedicated Careers Resource Centres in Northern Ireland, in Jobs and Benefits Offices or in Job Centres. The Careers Service is an all-age service. Careers advisers are assigned to schools in the area where a Careers Resource office is located. Salary levels are based on the Civil Service scale. In Northern Ireland, you need a postgraduate diploma in guidance to work as a careers officer.

FIND OUT MORE

- The Association of Higher Education Careers Services (formerly Graduate Careers Ireland) www.graduatecareersireland.com
- Institute of Guidance Counsellors www.igc.ie
- National Centre for Guidance in Education www.ncge.ie

Educational psychology

Educational psychologists deal with the psychological and educational development of people in the education system.

Republic of Ireland

The National Educational Psychological Service (NEPS) is a service of the Department of Education and Skills. NEPS psychologists specialise in working with the school community and are concerned with the learning, behaviour, and social and emotional development of pupils in primary and post-primary education. Each psychologist is assigned to a group of schools. They work in partnership with teachers, parents and children in identifying educational needs, and offer a range of services aimed at meeting these needs. Starting salaries for psychologists employed in NEPS start at around €56,000.

Other employers of educational psychologists include colleges of education and other third-level institutions. There is also the possibility of working in private practice.

Entry requirements

To qualify as an educational psychologist you need to have an undergraduate degree or postgraduate diploma in psychology followed by a masters or PhD in educational psychology. This needs to be recognised by the British Psychological Society (BPS) or the Psychological Society of Ireland (PSI). It is no longer a requirement to have a teaching qualification.

You can improve your chances of getting a place on an educational psychology programme by gaining a teacher education qualification. Working with students with disabilities would also be helpful.

Finding a job

Qualified psychologists can apply to have their names listed on a panel, SCPA (Scheme for Commissioning Psychological Assessment), to carry out psychological assessment on behalf of NEPS. Positions in NEPS are advertised on www.publicjobs.ie and in national dailies.

Northern Ireland

The Education Psychology Service (EPS) comprises three teams of psychologists based in the three regional offices in Coleraine, Ballymena and Newtownabbey. As well as providing a psychological service to school pupils, it also offers a Literacy Teaching and Support Service. This is run by staff who are trained and experienced in the teaching of



children with specific and/or severe literacy difficulties. The intervention may involve the direct teaching of children or advice and support to schools. Starting salaries are around the £32,000 mark.

Finding a job

Educational psychologists are employed within the Educational Psychology Service (EPS) under the auspices of the Education Library Boards. Vacancies for psychologists in the Education Library Boards are advertised in the local daily papers.

FIND OUT MORE

- Psychological Society of Ireland www.psihq.ie
- British Psychological Society www.bps.org.uk
- Educational Psychology Service (NI) www.neelb.org.uk/parents/eps/
- National Educational Psychological Service (NEPS) www.education.ie (click on 'NEPS' on the main menu)
- Association of Educational Psychologists www.aep.org.uk

My career in teaching

Teaching and education offers a wide range of career opportunities.

Three teachers share their experiences.

'I RUN A STUDENT DEBATING TEAM'

NAME John McGinnity

JOB French and Civic, Social and Political Education (CSPE) Teacher (Secondary School)

EMPLOYER St Aidan's CBS, Whitehall, Dublin

EDUCATION BA French and Philosophy (2007); MLitt Philosophy (2009); PGDE (2010), all NUI Maynooth



Two years into my degree I took a year out and taught English in France – I'd always wondered about teaching as a career, and this experience confirmed for me that I definitely wanted to become a teacher.

I saw my current job advertised in the Irish Independent. I sent off my CV and covering letter and was interviewed a week later. I was interviewed by the principal, deputy principal and a member of the board of management, and began teaching in September 2010.

I work in an all-boys school. There are 650 students here and I teach around 34 lessons a week to classes from all year groups. I'm also a form tutor to a fifth-year class. During the week most evenings are spent marking and preparing lessons; it's a lot of work but my PGDE prepared me for it.

Competing with other schools

On top of my regular classes, last year I ran a debating team with some first-year students and we competed with other schools in the area. It was their first time debating and they won their first inter-school competition – a lively discussion on bullying and social media. It was great seeing them do so well and I hope to enter them into more competitions this year.

Trip to Tanzania

At the end of October I'm going to Tanzania for ten days on an immersion programme involving seven students and three teachers. It's such a fantastic opportunity for students and staff alike: we'll be visiting schools, orphanages and other organisations in the area. At the moment we're busy fundraising for the trip and have already organised activities such as table quizzes, entertainment evenings and bag-packing in supermarkets.

'I INTRODUCED MY STUDENTS TO GAELIC FOOTBALL!'

NAME Olivia Giltenane

JOB Maths Teacher (Secondary)

EMPLOYER Isle of Sheppey Academy, Kent

EDUCATION BA Education, Business Studies and Religion, St Patrick's College, Thurles, Co. Tipperary (2009); MA Education, Canterbury Christchurch College (2012)



I absolutely loved school and idolised some of my teachers. I knew teaching was what I wanted to do from a very young age.

After finishing my degree I went for an interview at the Isle of Sheppey Academy, Kent. UTeach Recruitment, who visited my college when I was studying for my BA, put me in touch with the school. The interview process involved an hour of observed teaching at the school followed immediately by an interview.

During my interview the principal explained that they were in the process of building a new school and the prospect of being involved in this really appealed. The Academy also offered to subsidise my MA, which was another great incentive.

Experimenting with education

It's a big school with more than 2,500 students spanning two sites. I teach every year group, from year 7s through to year 11s. As we're an academy, we can be experimental in our approach to education. This year we arranged for our year 9s to sit a modular GCSE exam to see if students achieved higher grades.

Every day at school is extremely busy. Teaching begins at 8.30 am and finishes at 3.00 pm, but my working day doesn't end until long after that.

I'm one of twelve Irish teachers who joined the school at the same time. At the beginning it took a while to get used to the English system – it's quite different to the Irish – but we had several incredibly useful training sessions designed specifically for overseas-trained teachers organised by the continuing professional development coordinator.

Best bits

It's wonderful to witness students remembering something you've taught them weeks ago, and it's proof that you've taught them well. Recently I introduced Gaelic football to the school and coach students at lunchtimes and after classes. It's been very popular – especially with the boys!

'THE "LIGHTBULB" MOMENT!'

NAME Patrice Arrigan

JOB Primary School Teacher

EMPLOYER Carrigaline 'Educate Together' National School, Co. Cork

EDUCATION BSc Physiotherapy, University College Dublin (2000); MSc Physiotherapy, UCD (2004); Higher Diploma in Arts in Primary Education, Hibernia College (2011)



I originally trained as a physiotherapist, but my love of teaching led me to change careers. I chose the Hibernia College blended learning (combined online and onsite study) Higher Diploma (HDip) because of the flexibility it afforded me: I'd just got married and bought a house and I wanted to stay working full time.

I'm now working as a primary school teacher. I teach the primary school curriculum to 3rd, 4th, 5th and 6th classes (8–12 year olds).

Learning through doing

It's important to understand and nurture every child in your class as far as possible. Schools have changed dramatically since I was a child, and rote-learning has largely been replaced by active discovery and learning through doing. One of my classes has just finished working on a project called 'Write 4 food'. The children discussed, dramatised and debated subjects including world hunger, fair trade and the right to food. They then interpreted these themes in artworks which were printed into postcards and posted to various people and institutions around the world. The children were incredibly excited every time they received a reply.

The best thing about this job is seeing the children grow and develop educationally before your eyes. There's nothing more rewarding than being responsible for a child's 'lightbulb' moment.

An intensive experience

Because my HDip was delivered online and onsite, I was able to work full time as a physiotherapist simultaneously. It also meant that I could have a baby without giving up on the course. (I became pregnant with my first child just before I began studying, and with my second mid-way through.) It was an incredibly intense period and much harder than I'd expected. Juggling full-time work, pregnancy, motherhood and study was tough!

I was extremely proud to be named 'Student of the Year' when I finished my HDip. I think having a small baby in tow really taught me the meaning of multitasking and time management! I'm delighted that I took the challenge of changing career and now have a permanent teaching job in a lovely school.

The smart way to plan your career

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Full-time PGCE places are available in:

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- Mathematics
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- Music
- Physical Education
- Psychology
- Religious Education
- Science (Chemistry and Physics)

Post-Compulsory Education and Training

Flexible places, which start throughout the year, are also available in Business Education, Design and Technology, ICT, Mathematics, Modern Languages, Music, Psychology, Religious Education and Science.

We now offer an innovative one year GTP Future Teachers Programme, where all study is undertaken in the classroom and trainees receive a full training salary of £13,500.

We also provide subject knowledge training for those who want to teach in an area they do not have a degree in, along with equivalency tests in Maths, English and Science.

For more information contact our Course Information Team on:

T: +44 (0)1695 657000

E: study@edgehill.ac.uk



Search for **Edge Hill**

edgehill.ac.uk/outstanding

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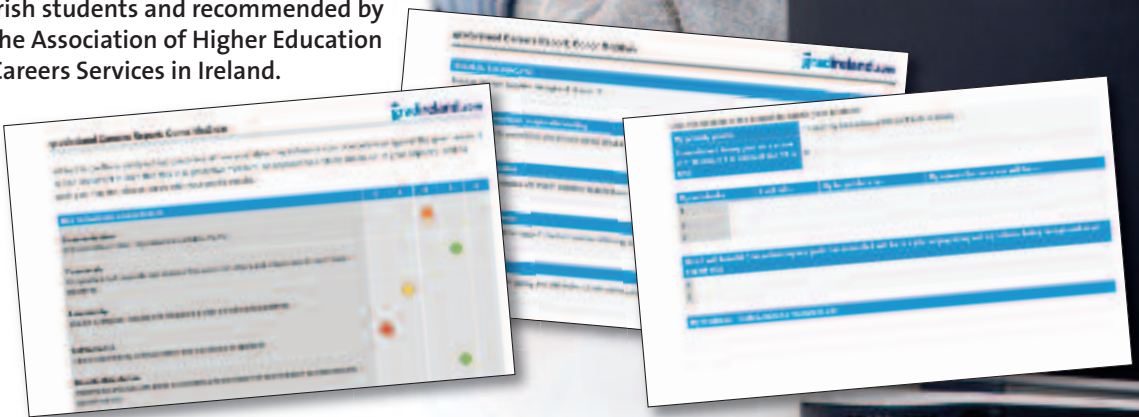
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Teaching qualifications

A career in education means lifelong learning – from initial teacher education to ongoing professional development.

If you are considering a career in education, you should be ready to commit to a journey of life-long learning. The most common entry point into a career in education is teaching at primary and post-primary level, with the opportunity to specialise within these levels with further postgraduate study. There are also opportunities, after gaining expertise in specific areas, to move between sectors, so you could find work in areas such as curriculum development, in-service education, educational research, the Educational Psychological Services and the Inspectorates, either through secondment or direct recruitment.

Information is provided below on institutions and courses that qualify you to work in various education sectors. You can find an up-to-date list of postgraduate courses on postgradireland.com and you should also check websites of individual institutions for further information on entry requirements etc. Check with the Teaching Council (ROI) for information on how each of these courses lead to entry onto the Register of Teachers (www.teachingcouncil.ie).

Initial qualifications

Primary school qualifications: undergraduate (ROI)

Initial primary school teacher education courses at undergraduate level are provided at the following colleges:

- Church of Ireland College of Education www.cice.ie
- Coláiste Mhuire/Marino Institute of Education www.mie.ie
- Froebel College of Education www.froebel.ie
- Mary Immaculate College, Limerick www.mic.ul.ie
- St Patrick's College Drumcondra www.spd.dcu.ie

Application is through the Central Applications Office (CAO) and selection is based on the CAO points system. Mature applicants should check with the relevant college/university regarding application procedures.

Primary school qualifications: postgraduate (ROI)

The Graduate Diploma in Education (GDE) is provided by the following colleges:

- Coláiste Mhuire/Marino Institute of Education www.mie.ie
- Froebel College of Education www.froebel.ie
- Hibernia College (online) www.hiberniacollege.com
- Mary Immaculate College, Limerick www.mic.ul.ie
- St Patrick's College Drumcondra www.spd.dcu.ie

Postgraduate courses in primary teacher education are advertised in the national press and on college websites with details of closing dates and application procedures. Qualified applicants are offered a place on the basis of an interview and oral examination in Irish.

Post-primary qualifications: undergraduate (ROI)

Recognised initial post-primary school teacher education courses are provided by the following institutions:

- Dublin City University www.dcu.ie
- Galway-Mayo Institute of Technology www.gmit.ie
- Mater Dei Institute of Education www.materdei.ie
- National College of Art & Design www.ncad.ie
- NUI Galway www.nuigalway.ie
- NUI Maynooth www.nuim.ie
- St Angela's College, Sligo www.stacs.edu.ie
- St Patrick's College, Thurles www.stpats.ie
- Trinity College Dublin www.tcd.ie
- University of Limerick www.ul.ie
- University College Cork www.ucc.ie

Academic subjects are taught concurrently with education programmes and teaching practice.

Application is through the CAO and selection is based on the CAO points system.

Post-primary qualifications: postgraduate (ROI)

Initial post-primary school teacher education courses at postgraduate level are provided by the following institutions:

- CIT Crawford College of Art & Design www.cit.ie/citcrawfordcollegeofartanddesign
- Dublin City University www.dcu.ie
- Galway-Mayo Institute of Technology www.gmit.ie
- Hibernia College www.hiberniacollege.com
- Limerick Institute of Technology (Art & Design) www.lit.ie
- National College of Art & Design (Art & Design) www.ncad.ie
- NUI Galway www.nuigalway.ie
- NUI Maynooth www.nuim.ie
- Trinity College Dublin www.tcd.ie
- University College Cork www.ucc.ie
- University College Dublin www.ucd.ie
- University of Limerick www.ul.ie

Application is through the Postgraduate Applications Centre (PAC) central application system (www.pac.ie) for NUI

Colleges and Dublin City University. For other institutions, application is direct to the individual institution.

Selection in the NUI Colleges (NUI Maynooth, NUI Galway, University College Cork and University College Dublin) is based on a points system awarded on the basis of academic qualifications. Points are no longer awarded for teaching experience.

Primary school qualifications: undergraduate (NI)

Initial primary school teacher education courses at undergraduate level are provided by the following colleges:

- St Mary's Belfast www.stmarys-belfast.ac.uk
- Stranmillis University College Belfast www.stran.ac.uk

Application to St Mary's College is direct for all applicants. Application to Stranmillis is through UCAS.

Primary school qualifications: postgraduate (NI)

Initial primary school teacher education courses at postgraduate level are provided by the following institutions:

- St Mary's University College Belfast (Irish Medium) www.stmarys-belfast.ac.uk
- University of Ulster, Coleraine www.ulster.ac.uk

Application is direct to colleges in Northern Ireland.

Post-primary: undergraduate (NI)

Post-primary school teacher education courses at undergraduate level are provided by the following institutions:

- St Mary's University College Belfast www.stmarys-belfast.ac.uk
 - Stranmillis University College, Belfast www.stran.ac.uk
- Application is direct to St Mary's and through UCAS for Stranmillis.

Post-primary: postgraduate (NI)

Post-primary school teacher education courses at postgraduate level are provided by the following colleges:

- Queen's University Belfast www.qub.ac.uk
- St Mary's University College Belfast www.stmarys-belfast.ac.uk
- University of Ulster, Coleraine and Jordanstown www.ulster.ac.uk
- Open University (distance learning) www.open.ac.uk
- Applications for PGCE courses should be made direct to the relevant institutions.

Initial teacher education (England, Wales and Scotland)

Application is online through the Graduate Teacher Training Registry at www.gttr.ac.uk with the exception of the University of West Scotland (www.uws.ac.uk).

Specialist postgraduate courses

Special education and learning support (ROI)

Courses provided at:

- Froebel College of Education www.froebel.ie
- Church of Ireland College of Education www.cice.ie
- Mary Immaculate College, Limerick www.mic.ul.ie
- St Angela's College, Sligo www.stacs.edu.ie
- St Patrick's College, Drumcondra www.spd.dcu.ie
- NUI Galway www.nuigalway.ie
- University College Cork www.ucc.ie
- University College Dublin www.ucd.ie

Special education needs (ROI)

Courses provided at:

- Church of Ireland College of Education www.cice.ie
- Mary Immaculate College, Limerick www.mic.ul.ie
- St Patrick's College, Drumcondra www.spd.dcu.ie
- St Angela's College, Sligo www.stacs.edu.ie
- University College Dublin www.ucd.ie

Specialist courses (NI)

Postgraduate courses are offered at masters level in inclusion and special education needs (and other options) in:

- St Mary's University College Belfast www.stmarys-belfast.ac.uk
- Queen's University Belfast www.qub.ac.uk
- University of Ulster www.ulster.ac.uk

Careers/educational guidance

Courses provided at:

- Dublin City University www.dcu.ie
- NUI Maynooth www.nuim.ie
- Trinity College Dublin www.tcd.ie
- University of Limerick www.ul.ie
- University College Cork www.ucc.ie
- University of Ulster www.ulster.ac.uk
- Mary Immaculate College, Limerick www.mie.ul.ie

Educational psychology

Courses provided at:

- University College Dublin www.ucd.ie
- Queen's University Belfast www.qub.ac.uk

Professional courses in teaching and learning in higher education

Courses provided at:

- Dublin Institute of Technology www.dit.ie
- Waterford Institute of Technology www.wit.ie

Masters/doctorates in education

Masters and doctorates in education are available in most colleges with an education faculty with a range of options. See postgradireland.com for further information.

A-Z of employers and course providers



Essential contact information

Use the A-Z directory to research advertisers

QR code takes you directly to organisation profile on gradireland.com

Don't forget the advertisements that you find throughout *gradireland Teaching & Education* – these give additional vital clues as to how an organisation views itself.

And for further help with searching for jobs, go to: gradireland.com/teaching

ADVERTISERS

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Key to A-Z section

Locations

ROI = Republic of Ireland
NI = Northern Ireland
ROW = Rest of the world

Advertisement key

Means of application

EAF = employer application form
IFC = inside front cover
OBC = inside back cover

Remember to quote *gradireland Teaching & Education* on your job application

Alpha College of English



Why choose a teacher training course at Alpha College?

The tutors are very well qualified and regularly update their skills and knowledge at training courses and seminars. Tutors all hold post graduate diplomas in TEFL and have an average of 10 years teaching experience.

- The TEFL Certificate training course offered in Alpha College is accredited by ACELS
- Alpha College has been providing the MEI-RELSA TEFL certificate training programme since 1993 and has a highly experienced, qualified and motivated teacher training department
- Alpha College provides refresher courses for Overseas Teachers of English and is therefore very familiar with language teaching practices pertaining in many countries across Europe. (These courses are eligible for funding under the EU Comenius programme)
- Alpha College is a full member of the European Association of Quality Language Services (www.eaquals.org) so TEFL trainees can be assured that when they work with and observe the teachers in Alpha they are working with and observing a well-trained, well-qualified group of professionals who are delivering quality English language programmes.
- TEFL trainees in Alpha are very closely monitored and encouraged by the course trainers for the full duration of their course.
- There is a very practical 'job search' section in the course through which trainees have access to the Alpha College network of EFL school contacts. There are frequently job opportunities at Alpha College itself and preference is given to trainees who show real potential as TEFL teachers.
- Alpha College offers the course in a four week full time format as our experience has shown that trainees best assimilate the concepts taught while living and working over this period in a fully functioning EFL school.
- Alpha College has an extensive EFL library including a dedicated teacher training and development section.

Our experience has indicated that Irish candidates can often feel self conscious when teaching pronunciation so we put particular emphasis on teaching sounds, stress, rhythm, connected speech and intonation.

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E-mail admin@alphacollege.com

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Web www.alphacollege.com/celt

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Bridge Mills Galway Language Centre is the leading provider of TEFL CELT, SQTEFL and CLIL teacher training courses in Ireland.

For the last 25 years the school has been providing Language Training and Teacher training in the heart of Galway city.

Courses are run throughout the year on a full and part time basis and your TEFL training will allow you to work in Ireland or overseas with an internationally recognised Irish Department of Education Teaching qualification.

The school also places suitable Galway Language Centre TEFL graduates in teaching positions in Ireland and with some of its international language partners in countries including Spain, Italy and China.

The school also provides training in many languages including Spanish, Italian, German, Polish, Portuguese, Chinese and Japanese.

If you want to learn a language or learn to teach and travel, contact us for more information.



CONTACT

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 Bridge Street
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Hibernia College



Background

Hibernia College is an international third-level college offering accredited, online, niche-focused educational programmes designed to address the growing demand for flexible, cost-effective education unrestricted by location or time. The college offers a blended learning format combining the advantages of interactive, multimedia-rich, online content with the proven qualities of face-to-face tuition through periodic onsite sessions. Hibernia College is accredited by the Higher Education and Training Awards Council (HETAC), the government agency responsible for accrediting third-level education in Ireland outside of the university sector.

Programmes

Hibernia College currently offers a range of accredited postgraduate programmes including:

- **Higher Diploma in Arts in Primary Education**

This programme, academically accredited by HETAC and professionally accredited by the Teaching Council, is aimed at primary degree holders who wish to become fully qualified primary school teachers. It is delivered using a blend of online and onsite tuition with approximately 45% being web based. The onsite elements include 18 weeks of school experience and teaching practice, three weeks of tuition in the Gaeltacht and weekend tutorials in local centres around the country.

- **Higher Diploma in Arts in Post-Primary Education**

This two year programme was established to encourage a broader range of people to consider teaching as a profession by providing a more flexible route to becoming a fully qualified post-primary school teacher. It is academically accredited by HETAC and professionally accredited by the Teaching Council. It is delivered using a blend of online and onsite tuition with approximately 45% being web based. It includes weekend tutorials in local centres around the county, 15 weeks of school experience and professional practice and is accredited for a range of teaching subjects.

- **M.A. in Teaching and Learning**

This HETAC-accredited online Masters degree provides today's primary and post-primary teachers with the knowledge and skills necessary to deal with current issues in the modern classroom. Specific areas covered include additional learning needs; diversity, development and disadvantage; i-learning and contemporary issues in education. Note that this is not an initial teaching qualification but is designed for qualified and experienced teachers.

CONTACT

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2 Clare Street, Dublin 2.
Tel: +353 (0)1 6610168
Fax: +353 (0)1 6610162
Email:
postgrad@hiberniacollege.net

Web www.hiberniacollege.com

APPLY

online e-mail post

OPEN DAYS & EVENTS

Hibernia College holds information webinars throughout the year. Details are posted on www.hiberniacollege.com and on the college Facebook page at www.facebook.com/HiberniaCollege

i-to-i TEFL



i-to-i TEFL can get you living and working abroad! If you speak English, you can take an internationally recognised TEFL (Teaching English as a Foreign Language) course with i-to-i and start teaching English in incredible countries all around the world.

Who we are:

i-to-i is Ireland's leading provider of Teaching English as a Foreign Language (TEFL) training courses. Training ranges from 20-hour weekend courses to fully comprehensive 140-hour courses. i-to-i is committed to ensuring that graduates have all the confidence and skills they need to become an effective TEFL teacher abroad. As an accredited trainer by the Open and Distance Learning Quality Council (ODLQC) you can be sure of receiving quality training.

Where will TEFL take you?

i-to-i also offers a free Paid TEFL Jobs Abroad service. This growing service now places people in several countries, including China, South Korea, Japan and the Czech Republic. Contract lengths are generally from 6 – 12 months and successful applicants can earn up to €1800p/m.

If you're looking for a shorter contract, you should consider a 5 month Teaching Internship. Current destinations are Thailand, China and Poland. The Internship package includes airport pick-up, orientation, tourist activities, cultural information, free accommodation and monthly allowance - all arranged for you.

With a TEFL qualification in your back pocket, the world's your oyster!

No experience necessary:

To gain a job as a TEFL teacher, you don't need to have any previous teaching experience. So what's stopping you?...Start your TEFL adventure today!

Nationwide course venues:

2 day classroom courses run all year round in: Athlone, Belfast, Carlow, Cavan, Cork, Derry, Donegal Town, Dublin, Dundalk, Galway, Kilkenny, Limerick, Monaghan, Sligo, Tralee, Wexford and Waterford.



CONTACT

i-to-i TEFL
Exploration House,
32 Grattan Square,
Dungarvan,
Co. Waterford.

Tel: +353 (0)58 40050
Fax: +353 (0)58 40059
Email: ireland@i-to-i.com

Web www.teflcourses.com

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To meet the training requirements check out our course options: www.onlinetefl.com/tefl-course/ and then get in touch! Call 01 5269506

online e-mail post

Closing date Applications are accepted all year round, location specific.

OPEN DAYS & EVENTS

i-to-i hosts drop-in information evenings throughout the year in Cork, Limerick & Dublin. Contact +353 (0)58 40050 for upcoming event dates.



Uteach Recruitment



Putting you in education

Uteach Recruitment is Ireland's only teacher recruitment agency. We are based in Cork and recruit for secondary schools in England and also primary and secondary schools in The Middle East, Asia, South and Central America and Europe.

We never charge fees to our teachers – all of our services are absolutely free. These services include arranging interviews and covering expenses, assisting with relocation and providing pre-employment training.

Uteach is run by a team of highly trained and experienced personnel, many of whom are qualified teachers. We understand the challenges that can face a teacher when they take up a new post abroad, so we provide lots of help and advice throughout the process. Irish teachers adapt very well to working abroad and extremely well received. Uteach aims to make their transition as smooth and stress-free as possible. Our team is on hand to help.

We require teachers of all subjects and any candidate who is fully qualified or in the process of getting qualified here in Ireland is eligible to apply.

We look forward to speaking to you this year! If you have any questions or queries on Uteach Recruitment or teaching abroad, please do not hesitate to contact us and please feel free to email us an up to date CV.

CONTACT

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Recruitment Manager
Uteach Recruitment
2 Pairc an Claonán
Freemount
Charleville
Co. Cork
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Thinking of teaching?



Hibernia College is now enrolling for its primary and post-primary teacher education programmes. Both are academically accredited by HETAC and professionally accredited by the Teaching Council. Because the programmes are delivered through a blend of online and onsite tuition they are ideal for anyone who wishes to structure their study around personal and work commitments.

Blended online and onsite learning

The online elements make up approximately 45% of each programme and include multimedia-enhanced downloadable lectures, live interactive online tutorials and expert-moderated forums. The onsite elements include teaching practice and onsite workshops at weekends.

Higher Diploma in Arts in Primary Education

Established in 2003, graduates from this programme now work as primary school teachers and principals around the country. The programme includes three blocks of school experience and teaching practice, three weeks in the Gaeltacht and onsite workshops at weekends.

Higher Diploma in Arts in Post-Primary Education

Based on our highly successful Primary Education programme, this new programme was established to encourage a broader range of people to consider post-primary school teaching as a career. The programme includes three blocks of school experience and professional practice and onsite workshops at weekends.



What Next? Now enrolling.
For more information and to apply go to:
www.hiberniacollege.com/hdip



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Hibernia College is a HETAC-accredited online college offering quality assured, blended and online education programmes