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Rannóg Oideachais Múinteoirí,  
Bloc 2, Urlár 1,  
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Baile Átha Cliath 1.*

*Department of Education and Science,  
Teacher Education Section,  
Block 2, Floor 1,  
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Dublin 1.*



**Circular 0003/2008**

**Combined Post-Graduate Diploma Programme of Continuous Professional Development  
for Teachers involved in Learning Support and Special Education – 2008/2009**

**TO: THE AUTHORITIES OF PRIMARY, POST-PRIMARY, SPECIAL SCHOOLS & OTHER  
EDUCATIONAL SERVICES**

**1. Programmes 2008/2009**

In August 2005, the Special Education Section of the Department issued Special Education Circular to Primary Schools: SP ED 02/05. This Circular provides advice in relation to the re-organisation of teaching resources for pupils requiring learning support and resource teaching support in Primary Schools.

In order to assist all schools and educational services in meeting the needs of pupils requiring learning support and the teaching of pupils with special educational needs, a combined post-graduate diploma programme of continuous professional development will be offered to teachers in September 2008

In the school year 2008/2009, this combined post-graduate diploma programme of continuous professional development will be offered in the following centres:

- Church of Ireland College of Education, Rathmines, Dublin 6.
- Mary Immaculate College, South Circular Road, Limerick
- National University of Ireland, Galway.
- St. Angela's College, Lough Gill, Sligo.
- St. Patrick's College, Drumcondra, Dublin 9.
- University College Cork
- School of Education and Lifelong Learning, UCD (University College Dublin), Belfield, Dublin 4.

**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 Science under the National Development Plan 2007 – 2013.

### 3. **Aim and Content**

The aim of the programme will be to provide substantial theoretical and practical continuous professional development for teachers working with pupils with special educational needs and for teachers working in recognised mainstream and special schools settings with those pupils 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**, including a total of **15 weeks release** from schools/centres, with the time divided between attendance at the relevant programme venue and teaching in participants' own schools and other 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 Science, in the area of special educational needs and learning support.

### 5. **Colleges/Universities**

- (a) **Church of Ireland College of Education, Rathmines, Dublin 6 ([www.cice.ie](http://www.cice.ie))**  
This Programme leads to the award of a Postgraduate Diploma in Learning Support and Special Educational Needs from Trinity College, Dublin. It runs from September 2008 until June 2009 and involves block release from school for a total of fifteen weeks over the academic year as well as on-going study throughout the year. The fifteen weeks include one week of placement in a setting other than the participant's own and one week for reading and study. Sixty (60) teachers will be accepted on this Programme.
- (b) **Mary Immaculate College, South Circular Road, Limerick ([www.mic.ul.ie](http://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. In addition to offering 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, etc.) for each participant, this course provides particular expertise in both ICT and the analysis of behaviour. The course runs from September 2008 to May 2009 and involves block release from school for designated periods (a total of 15 weeks, including a one week placement in an SEN setting). Fifty (50) teachers will be accepted on this programme. Further details are available at [www.mic.ul.ie/education/sen](http://www.mic.ul.ie/education/sen).
- (c) **National University of Ireland, Galway ([www.nuigalway.ie](http://www.nuigalway.ie))**  
This programme leads to the award of a Postgraduate Diploma in Special Educational Needs. It runs from early September 2008 until mid May 2009 and involves release from schools/centres for a total of 15 weeks and supervised work in the teachers' own schools/centres. For 2008/2009 these 15 weeks will be organised in a number of designated block periods throughout the school year and will include 1 week's placement in a school, centre or context other than the teacher's own. Each block will end with a personal study day. A maximum of thirty (30) teachers will be accepted on the programme.
- (d) **St. Angela's College, Sligo ([www.stacs.edu.ie](http://www.stacs.edu.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 2008 until May 2009. The course is based on block release from school/centre for a total of 15 weeks over the academic year (including one week of a teaching placement in a school/centre other than the participant's own and one week of designated study). The programme structure comprises of four generic modules and a

specialist study module. Participants are asked to choose two areas from the following range: Specific Learning Disabilities; Autistic Spectrum Disorders; Adult/ Disadvantage/ Intercultural Education; and Challenging Behaviour. Fifty (50) teachers will be accepted on this programme.

- (e) **St. Patrick's College, Drumcondra, Dublin 9 ([www.spd.dcu.ie](http://www.spd.dcu.ie))**  
This programme is for teachers in recognised Special and Primary Schools only. 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 2008 to June 2009 and involves block release from school amounting to a total of fifteen weeks, as well as on-going study throughout the year. This course offers specialist pathways in moderate, severe and profound general learning disabilities and high incidence special needs. Fifty-five (55) teachers will be accepted on this programme.
- (f) **University College Cork ([www.ucc.ie](http://www.ucc.ie))**  
This programme provided by the Department of Education, leads to the award of a Postgraduate Diploma in Special Educational Needs. It will run from September 2008 to May 2009 and involves a total of fifteen weeks release from school together with supervised work in the teacher's own school. These weeks incorporate thirteen weeks in designated blocks throughout the school year, one week placement in a school/centre/context other than the teacher's own and one week personal study. Thirty (30) teachers will be accepted on this programme.
- (g) **UCD (University College Dublin), Belfield, Dublin 4 ([www.ucd.ie](http://www.ucd.ie))**  
This programme, provided by the School of Education and Lifelong Learning, leads to the award of the Graduate Diploma in Special Educational Needs. It will run from September 2008 until May 2009. The first semester consists of block release from school for attendance at UCD, with a one day a week placement in an SEN setting other than the teacher's own school. In the second semester, teachers will undertake block placement in their own school, Saturday seminars (4-5) and a final week of attendance at the UCD campus. Twenty-five (25) teachers, from Primary, Post-Primary or Special schools, will be accepted on this programme.

## 6. **Eligibility**

This programme is for all serving teachers including those 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. Please refer to Circulars 0036/2006 and 0073/2006 for details of eligibility.

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 pupils with Special Educational Needs approved by the Department of Education and Science.

**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 teachers will not be eligible to take up a place or continue on the course unless the necessary hours and facilities to enable full participation are 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 continuous professional development being offered.

### (a) **Primary:**

**Please note that all teachers must be registered in accordance with Section 31 of the Teaching Council Act, 2001. Please see Department of Education & Science Circulars: 0085/2007, 0086/2007 & 0087/2007.**

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Applicants should have satisfactorily completed their probationary period. They must have a recognised teaching qualification in accordance with Circular 140/2006 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 2008. For the purpose of the course, teachers will need to deliver a range of programmes related to the learning and teaching of pupils 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 pupils.

**(b) Post Primary**

**Please note that all teachers must be registered in accordance with Section 31 of the Teaching Council Act, 2001. Please see Department of Education & Science Circulars: 0085/2007, 0086/2007 & 0087/2007.**

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**Learning Support Teachers**

Qualified teachers 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 pupils. 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 (emphasis on English, not in other classes such as History/Geography).

**Resource Teachers**

Applications are invited from recognised second-level schools/centres that have been allocated special-class posts, resource posts or resource hours. 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 pupils 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.

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

**(c) Special Schools**

**Please note that all teachers must be registered in accordance with Section 31 of the Teaching Council Act, 2001. Please see Department of Education & Science Circulars: 0085/2007, 0086/2007 & 0087/2007.**

Applications are invited from teachers in Special Schools. They must have satisfactorily completed their probationary period, *have a recognised teaching qualification in accordance with Circular 140/2006* and hold a sanctioned post in a Special School or be taking up such posts in September 2008.

**(d) Other Educational Service**

**Please note that all teachers must be registered in accordance with Section 31 of the Teaching Council Act, 2001. Please see Department of Education & Science Circulars: 0085/2007, 0086/2007 & 0087/2007.**

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 pupils. 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**

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.**

**Applications must be returned to the College or University of choice by 5pm 29th February 2008.**

*Applicants should retain evidence of postage.*

## 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 will be allowed while teachers are attending the block release element of the Programme.

## 11. **Salary Arrangements**

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

## 12. **Allowances**

Please note: Following successful completion of this programme and subject to certain conditions, teachers may be eligible to be paid an annual allowance from the Department of Education and Science. The circulars governing entitlement to the payment of this allowance are available on the Department of Education and Science website at [www.education.ie](http://www.education.ie). Circular Prim 21/05 applies to Primary Teachers and Circular 0135/2006 applies to Post- Primary Teachers. While this programme is not currently referred to in these circulars it does satisfy the condition at 2(a) of 21/05 and 3(a) of 0135/2006. The rates of this allowance are also available on the website under Education/Personnel. All the institutions referred to at paragraph 5 fall within the terms of this circular.

The rates of this allowance are also available on the website under Education/Personnel.

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.

### 13. **Masters Programme**

Those who successfully complete the Combined Post-Graduate Diploma Programme of Continuous 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 following institutions. Further information is available on their websites.

<b>Church of Ireland College of Education</b>	<a href="http://www.cice.ie">www.cice.ie</a>
<b>Mary Immaculate College</b>	<a href="http://www.mic.ul.ie">www.mic.ul.ie</a>
<b>National University of Ireland, Galway</b>	<a href="http://www.nuigalway.ie">www.nuigalway.ie</a>
<b>St. Angela's College</b>	<a href="http://www.stacs.edu.ie">www.stacs.edu.ie</a>
<b>St. Patrick's College</b>	<a href="http://www.spd.dcu.ie">www.spd.dcu.ie</a>
<b>University College Cork</b>	<a href="http://www.ucc.ie">www.ucc.ie</a>
<b>University College Dublin</b>	<a href="http://www.ucd.ie/education">www.ucd.ie/education</a>

Alan Wall  
Principal Officer  
January 2008.

## APPENDIX 1 - SP.ED 02/05

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### Physical disability

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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.

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### Hearing impairment

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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.

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### Visual impairment

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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.

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### Emotional disturbance and/or behaviour problems

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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.

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### **Moderate general learning disability**

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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).

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### **Severe or profound general learning disability**

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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).

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### **Autism/autistic spectrum disorder (ASD)**

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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.

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### **Pupils with special educational needs arising from an assessed syndrome**

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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.

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### **Specific speech and language disorder**

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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.

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### Multiple disabilities

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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

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### Learning Support

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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 10<sup>th</sup> 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

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### Borderline Mild General Learning Disability

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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.

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### Mild General Learning Disability

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

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### Specific Learning Disability

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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 teacher<sup>1</sup> and/or the class teacher.

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<sup>1</sup> This circular should be interpreted in accordance with the terms of circular 02/07

## Application Form – Post-Primary Teachers – Circular 0003/2008

Combined Post-Graduate Diploma Programme of Continuous Professional Development for Teachers involved in Learning Support and Special Education – 2008/2009

**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 29<sup>th</sup> February 2008.**

### 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 No: \_\_\_\_\_ Principal: \_\_\_\_\_

Please state Year of Probation: \_\_\_\_\_

### 2. Current Teaching Position

**2 (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? \_\_\_\_\_

Registered teacher with the Teaching Council: YES \_\_\_\_\_ NO \_\_\_\_\_

**2 (b)** Please tick which of the following best describes the teaching position you will hold in 2008/2009 (*You may tick more than one box*):

Learning Support Hours in Mainstream  Resource Hours in Mainstream

Resource Post  Ex-quota Learning Support Post

Teacher in Special School  Teacher in Special Class

Other: Please specify: \_\_\_\_\_

**2 (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): \_\_\_\_\_

**2 (d) Please state:**

Number of pupils you are currently teaching in your capacity as indicated at **2 (c)** above: \_\_\_\_\_

**2 (e) Please state:**

Number of timetabled hours you teach in Mainstream: \_\_\_\_\_

**2 (f)** Have you been given timetabled hours for **Learning Support** work for **2008-2009**: \_\_\_\_\_

If yes, please state the number of hours: \_\_\_\_\_

**2 (g)** Have you been given timetabled hours for **Special Educational Needs** work for **2008-2009**: \_\_\_\_\_

If yes, please state the number of hours: \_\_\_\_\_

**2 (h)** For the school year 2008/2009, 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: \_\_\_\_\_**

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

Name	Address	Roll Number	DEIS School

**3. 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

**4. Previous Teaching Experience**

**4 (a)** Number of years teaching mainstream classes: \_\_\_\_\_

Name and Address of School(s)	Dates



5. **Previous Professional Development courses attended:**

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

6. **Details of other applications made**

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

If yes: What year \_\_\_\_\_

Which College/University \_\_\_\_\_

6 (b) Have you applied to other Colleges/Universities for the 2008/2009 Programme? Yes  No

If yes: Which College/University \_\_\_\_\_

I have read the description of the programme of continuous professional development as set out in Circular 0003/2008 and I agree to attend, in full, the Course for which I am making application and to fulfil the necessary conditions of such participation.

SIGNED: \_\_\_\_\_ Date: \_\_\_\_\_

**Please return completed form along with the form to be completed by the schools authorities to the College/University of your choice.  
Closing date for applications is 29th February 2008**

**Thank you for your cooperation in completing this application form.**

**7. To be completed by the School Authorities**

**7 (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

\_\_\_\_\_

**7 (b)** Please state:

(i) The number of pupils in Junior Cycle (2007/08)

\_\_\_\_\_

(ii) The number of pupils in Senior Cycle (2007/08)

\_\_\_\_\_

(iii) The number of pupils in Educational Service (2007/08)

\_\_\_\_\_

**7 (c)** Please state the number of successful applications for the Learning Support/Special Educational course which have been made by your school since 2003

\_\_\_\_\_

**7 (d)** Please state the number of unsuccessful applications for the Learning Support/Special Educational course which have been made by your school since 2003

\_\_\_\_\_

**7 (e)** For what years were the applications at 7 (d) above made

\_\_\_\_\_

Please attach a copy of the applicants **2008/2009 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 15 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 continuous professional development being offered.

7 (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 _____	_____

7 (g) Please indicate how many students other than those listed at 7(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 information in this application form is correct and, if the above named teacher is given a place on **Combined Post-Graduate Diploma Programme of Continuous Professional Development for Teachers involved in Learning Support and Special Education – 2008/2009**, that the Board of Management agrees to release him/her to attend the programme and will fulfil all course requirements as specified in Circular 0003/2008. 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: \_\_\_\_\_

**Application Form – Mainstream Primary & Special School Teachers – Circular 0003/2008**

**Combined Post-Graduate Diploma Programme of Continuous Professional Development for Teachers involved in Learning Support and Special Education – 2008/2009**

**To be completed by Teachers in Mainstream Primary and Special Schools**

Please complete and **return to the College/University of your choice by 29<sup>th</sup> February 2008.**

**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 No: \_\_\_\_\_ Principal: \_\_\_\_\_

Please state Year of Probation: \_\_\_\_\_

**2. Current Teaching Position**

2 (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 \_\_\_\_\_

Registered teacher with the Teaching Council: YES \_\_\_\_\_ NO \_\_\_\_\_

**2 (b)** Please tick which of the following best describes the teaching position you will hold in 2008/2009:

- Class teacher in a special school
- Subject teacher in a special school (specify which subject) \_\_\_\_\_
- Principal of special school
- Resource teacher for pupils with special educational needs (SEN) (circulars 8/99, 8/02) in a mainstream school(s) (please state number of schools) \_\_\_\_\_
- Special class teacher in a mainstream school
- Visiting teacher (specify SEN category and number on caseload) \_\_\_\_\_
- Other \_\_\_\_\_

Please state the number of pupils with SEN whom you are currently teaching in school: \_\_\_\_\_

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

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**2 (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 \_\_\_\_\_

**2 (d)** Please state:

Number of pupils you are currently teaching in your capacity as indicated at **2 (c)** above: \_\_\_\_\_

**2 (e)** Number of years teaching mainstream classes: \_\_\_\_\_

**2 (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

**3. 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

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**4. Previous Teaching Experience**

**4 (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

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

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

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

**6. Other applications made**

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

If yes: What year? \_\_\_\_\_

Which College/University? \_\_\_\_\_

**6 (b)** Have you applied to other Colleges/Universities for this course for the 2008/2009 programme? Yes  No

If yes: Which College/University \_\_\_\_\_

I have read the description of the programme of continuous professional development as set out in Circular 0003/2008 and I agree to attend, in full, the course for which I am making application and fulfil the necessary conditions of such participation.

**SIGNED:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**Please return completed form along with the form to be completed by the schools authorities to the College/University of your choice.**

**Closing date for applications is 29th February 2008**

**Thank you for your cooperation in completing this application form.**

**Principals of Mainstream Primary Schools should complete question 7 (a) to 7 (h).  
Principals of Special Schools should complete question 8 (a) to 8 (h).**

**7. To be completed by the School Authorities**

**7 (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?

\_\_\_\_\_

**7 (b)** Please state total number of pupils enrolled in the school

\_\_\_\_\_

**7 (c)** Please state the number of successful applications for the Learning Support/Special Educational course which have been made by your school since 2003

\_\_\_\_\_

**7 (d)** Please state the number of unsuccessful applications for the Learning Support/Special Educational course which have been made by your school since 2003

\_\_\_\_\_

7 (e) For what years were the applications at 7 (d) above made: \_\_\_\_\_

Please note that teachers who will be attending the Course will be released for 15 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 continuous professional development being offered.

7 (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	

7 (g) Please indicate how many students are in receipt of LS hours: \_\_\_\_\_

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 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 Continuous Professional Development for Teachers involved in Learning Support and Special Education – 2008/2009**, that the Board of Management agrees to release him/her to attend the programme and will fulfil all course requirements as specified in Circular 0003/2008. 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:** \_\_\_\_\_

**8. To be completed by the School Authorities**

8 (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 \_\_\_\_\_

8 (b) Please state total number of pupils enrolled in your school \_\_\_\_\_

8 (c) Please state the number of successful applications for the Special Educational course which have been made by your school since 2003 \_\_\_\_\_

8 (d) Please state the number of unsuccessful applications for the Special Educational course which have been made by your school since 2003 \_\_\_\_\_

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

**Please note that teachers who will be attending the Course will be released for 15 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 continuous professional development being offered.**

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

Category of Special Need	Incidence	No of Students
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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 the primary category of disability for which your school caters** \_\_\_\_\_

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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 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 Continuous Professional Development for Teachers involved in Learning Support and Special Education – 2008/2009**, that the Board of Management agrees to release him/her to attend the programme and will fulfil all course requirements as specified in Circular 0003/2008. 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:**

**Addresses of Colleges/Universities offering the Combined Post-Graduate Diploma  
Programme of Continuous 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](http://www.cice.ie)  
Phone: (01) 4970033  
Fax: (01) 4971932  
Email: [mbyrne@cice.ie](mailto:mbyrne@cice.ie)
  
2. Mary Immaculate College  
Department of Special Education,  
South Circular Road,  
Limerick.  
[www.mic.ul.ie](http://www.mic.ul.ie)  
Phone: (061) 204563  
Fax: (061) 313632  
Email: [marie.quaid@mic.ul.ie](mailto:marie.quaid@mic.ul.ie)
  
3. Department of Education  
National University of Ireland  
Galway.  
[www.nuigalway.ie](http://www.nuigalway.ie)  
Phone: (091) 750325  
Fax: (091) 750538
  
4. St. Angela's College,  
Special Educational Needs Programmes  
Education Department  
Lough Gill,  
Sligo.  
[www.stacs.edu.ie](http://www.stacs.edu.ie)  
Phone: (071) 9143580 Ext 411/207  
Fax: (071) 9146510  
Email: [senls@stacs.edu.ie](mailto:senls@stacs.edu.ie)
  
5. St. Patrick's College  
Special Education Department,  
Drumcondra,  
Dublin 9.  
[www.spd.dcu.ie/](http://www.spd.dcu.ie/)  
Phone: (01) 8842031  
Fax: (01) 8842294  
Email: [SpEd.Office@spd.dcu.ie](mailto:SpEd.Office@spd.dcu.ie)
  
6. Department of Education  
University College Cork  
Cork.  
[www.ucc.ie](http://www.ucc.ie)  
Phone: (021) 4902465  
Fax: (021) 4270291
  
7. School of Education & Lifelong Learning,  
Initial & Incareer Teacher Education  
Newman Building  
University College Dublin,  
Belfield,  
Dublin 4.  
[www.ucd.ie/education](http://www.ucd.ie/education)  
Phone: (01) 7168294  
Fax: (01) 7161143  
Email: [mary.cusack@ucd.ie](mailto:mary.cusack@ucd.ie)