

My life assignment

Education



I am 16 years old and will be 17 on July 25th. I live in Subscriber town. I have one brother who's in Leaving Cert. at the moment. In school I try to get involved as much as possible especially in TTY. I am part of a group called Fitter For the Future. Our group is trying too promote fitness in our school. I feel very strongly about this project because fitness is a personal challenge for me. I work well with my group and give suggestions and ideas when needed.

I work well with a team. Also In cocoons I would say I am a good student overall. I Olsten In class Ana usually have all my work done. I'm always getting involved in class with activities such as drama, plays, debates etc. I would consider myself to be very mannerly to my teachers and fellow pupils. The subjects that I take in interest in the most would be Music, English and French. I love music because I play piano, have a great teacher, enjoy listening and learning about music. English is a great subject, I like all areas such as poetry, essay writing, novel reading and lots more.

My teacher is also brilliant and has a massive influence on my love for English. Reading is a major hobby for me and it defiantly helps me in English. I enjoy French because I like the country France ands its great culture. I also love learning the language. I would defiantly like to keep on those subjects for 5th year. Another subject that I would like take up again next year is History that I had to give up last year because of subject choices. I have a great interest in history and find it a very easy subject to study for.

My Interests Music Sports Fashion Fitness People History Healthy Eating Friends Social Life English Reading Singing Exercise My Hobbies Gym and

Exercise: I love keeping fit. I go gym 4 to 5 times a week. I also go for a walk with my dog most nights. Piano: I have Piano once a week every Monday. I enjoy learning Ana playing Piano because I would like to teach piano in the future. Reading: I read almost every night and during the day. I love all types of books such as horror, humor, romance, mysteries and thrillers. One of my best reads is The Hunger Games.

Swimming: I adore swimming!. I learned from a very early age and have been swimming ever since. I go to Baltimore Pool a lot and sometimes attend lap training. In the Summer I would go to the beach swimming. MY Skills Communication Teamwork Planning Decision making Adaptability Strong work ethic Honesty and integrity Loyalty Consciousness Creativity Work Experience For my first week of work experience I worked in a place called Mayflies Arts. My aunt worker nerve so I went Walt n near every morning. I colossally love a ten week n there.

There was five artists who worked their fulfillment who I helped and worked with throughout the week. All the artists had some form of disability so it was challenging but I love a challenge so it was very enjoyable!. I also helped get an arts exhibition ready which was a great experience. The second week of my work experience I went to the Boys National School in Subscriber. This week was brilliant swell. I got to work with Junior infants, 3rd and 4th class and 2nd class. In class I did reading, painting, drawing, cutting out pictures I also sat with pupils who struggled more than others and helped them along with their work.

At lunchtime I did yard duty and had to keep control of the pupils if they got too rough. I enjoyed this week so much I have decided to do my careers investigation on Primary School Teaching. General Description Primary School Teaching Course code: MI 005 College: Mary Immaculate College Job description Primary school teachers, also known as national school teachers, are involved in the social, intellectual, physical and moral development of pupils in their class. A teacher works with one single class for an entire academic year and is responsible for teaching a wide range of subjects on the National Curriculum.

Depending on school size, teachers may have responsibility for more than one curriculum class group and as such will have to divide their time, presenting different material on different subjects to students at different levels within a single classroom. A teacher plans and delivers lessons, sets and marks assignments, works as a team-member within the school, and, as required, liaises with parents. Typical tasks undertaken in this profession: Teach basic skills such as color, shape, number and letter recognition, personal hygiene, and social skills. Establish and enforce rules for behavior, and policies and procedures to maintain order among students. Observe and evaluate children's performance, behavior, social development, and physical health. Instruct students individually and in groups, adapting teaching methods to meet students' varying needs and interests. Read books to entire classes or to small groups. Demonstrate activities to children. Provide a variety of materials and resources for children to explore, manipulate, and use, both in learning activities and in imaginative play. Plan and conduct activities for a balanced program of instruction,

demonstration, and work time that provides students with opportunities to observe, question, and investigate. Confer with parent's or guardians, other teachers, counselors, and administrators to resolve students' behavioral and academic problems. Prepare children for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks.

Typical Day on The Job Usually school starts at around 20 past 9. All the children line up outside after playtime and head into class.

The teacher would say the prayer and the class would sit. First lesson would be an hour long. During this lesson the teacher would answer questions, assign exercises, instruct students or demonstrate an activity. It could be math English Irish etc. Then there would be a small break of 15 minutes. After break there would be an hour and a half of lessons or P. E depends on day. Then there would be lunch usually at around 12.30. Teacher would go to staff room and chat with fellow workmates. After lunch pupils line up again and go to class. The teacher would teach lessons for another 2 hours until home time at 3.00 clock.

The teacher makes sure that every pupil has handed up their work from the night previously before they go home.

Personal Skills and Qualities What kind of person is suited to this kind of work? A teacher must have the ability to communicate, inspire trust and confidence, and motivate students, as well as understand the students' educational and emotional needs. Teachers must be able to recognize and respond to individual and cultural differences in students and employ different teaching methods that will result in higher student achievement. They should be organized, dependable, patient, and creative.

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Teachers also must be able to work cooperatively and communicate effectively with other teachers, support staff, parent's, and members of the community Skills and Qualities you must have: Positive – Thinks positively and enthusiastically about people and what they are capable of becoming. Sees the good in any situation and can move forward to make the most of difficult situations when confronted with obstacles. Encourages others to also be positive. Communicative – Shares with others in a manner that encourages effective two-way communication.

Communicates personal thoughts and feelings on a wide spectrum of issues and can listen to students in an empathetic manner, assuring each that conversations will be held in confidence. Dependable – Honest and authentic in working with others. Consistently lives up to commitments to students and others. Works with them in an open, honest, and forthright manner.

Personable – Establishes and maintains positive mutual working relationships. Likes to be with others. Has many ways of getting to know students as persons while building trust and appreciation through personal interaction and involvement.

Leadership – Students spend a great deal of time at school. You are in a leadership role, and your students see how you behave. Always be aware of what you say or do because students are watching and learning from you.

Organized – Makes efficient use of time and moves in a planned and systematic direction. Knows where he or she is heading and is able to help students in their own organization and planning. Can think in terms of how organization can be beneficial to those served. Committed – Demonstrates

commitment to students and the profession and is self-confident, poised and personally in control of situations.

Has a healthy self-image. Encourages students to look at themselves in a positive manner, careful to honor the self-respect of the students, while encouraging them to develop a positive self-concept. Motivational – Enthusiastic with standards and expectations for students and self.

Understands the intrinsic motivations of individuals, and knows what it is that motivates students. Takes action in constructive ways. Compassionate – Caring, empathetic and able to respond to people at a feeling level. Open with personal thoughts and feelings, encouraging others to do likewise.

Knows and understands the feelings of students. Flexible – Willing to alter plans and directions in a manner, which assists people in moving toward their goals. Seeks to reason out situations with students and staff in a manner that allows all people to move forward in a positive direction.

Individually Perceptive – Sees each student as a unique and valuable individual. Looks for the differences among students. Quickly diagnoses student difficulties and assists in the management of individual situations.

Value Based – Focuses upon the worth and dignity of human beings. Is sensitive to community values.

Strives to work in an environment consistent with his or her belief system.

Recognizes the importance and power of modeling constructive behavior.

Knowledgeable – Is in a constant quest for knowledge. Keeps up in his or her specialty areas, and has the insight to integrate new knowledge. Takes knowledge and translates it to students in a way which is comprehensible to

teen, yet retains its originality. Creative – Versatile, innovative, and open to new ideas. Strives to incorporate techniques and activities that enable students to have unique and meaningful new growth experiences. Patient – Is deliberate in coming to conclusions.

Strives to look at all aspects of the situation and remains highly fair and objective under most difficult circumstances. Believes that problems can be resolved if enough input and attention is given by people who are affected. Sense of Humor – Knows how to take the tension out of tight situations. Uses humor, spontaneously, in a tasteful manner. Builds togetherness in the classroom, through the use of humor. Entry Routes For entry to this career you need a Bachelor of Education degree that is recognized by the Department of Education and Science. Up to 10% of the places may be reserved for candidates from the Caltech.

The teacher-training course is of three years duration. This degree is the minimum academic qualification necessary to pursue a career as a national school teacher. Training The three-year education course aims to prepare students for their academic and professional work as Primary School Teachers. There is also a postgraduate course in primary school teaching available in a number of colleges to enable third level graduates train as primary teachers. All successful students will be required to attend a course in the Caltech at the end of their first year. This is a compulsory part of the training course.

Each of the three years includes work in the foundation education disciplines of history, physiology, philosophy, sociology, the study of school, classroom

management, teaching and curriculum and substantial periods of practical teaching in schools. Practical Training Working with teachers and children in school is an integral part of the B. Deed. Course. Over three years students spend an average of seventeen weeks on teaching practice, which varies from college to college. From the beginning of their practical teaching students are encouraged to implement the child-centered primary curriculum.

During all teaching practices students are supervised by College staff. Whilst in schools they teach under the guidance of the classroom teacher. All students are expected to evaluate and reflect on their teaching experience in schools. Description of course: The course is in Mary Immaculate College, Limerick. The duration of the course is 3 years. During the first year, students take education studies, Irish, and two academic subjects (English, history, French, mathematics, geography, music, German, or philosophy). In years 2 and 3, students take education (theory and teaching practice) along with one academic subject. Entry Requirements