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Submitted To

Mohammad Shafiur Rahman
Lecturer, Access Academy
East Delta University, Chattogram

Submitted By

Name	ID
Mafruha Tajrian Safa	242001712
Shabjin Anannya	242000412
Sadia Nasif Liana	242001212
Samiha Binte Iqbal	242001312
Anisa Chowdhury	242002012
Rukaiya Afroz	242001012
Md Fahim	242002112
Omar Naim	242021312
Riche Akhter	242002512

Workload Distribution:

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Shabjin Anannya	Introduction
Riche Akhter	Background
Tajrian Safa	Curriculum
Anisa Chowdhury	Enrollment Rate in Primary School and Table 1.3
Rukaiya Afroz	Teachers Training and Qualifications
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Education Across the Borders: Pre-Primary and Primary Education in Ireland

Contents

Introduction:

In Ireland, every child has a right to education. It is renowned for being robust and inclusive in the education system, especially in the pre-primary and primary levels. Pre-primary and primary education place a strong focus on inclusion and development that is inherently comprehensive. Preschool education is free for kids three to five years old in pre-primary. An Irish quote that might encapsulate the essence of Irish pre-primary education is, "Tús maith, leath na hoibre" meaning "A good start is half the work."

This emphasizes the importance of establishing a firm foundation in early education, highlighting the importance of setting a strong base for children's future growth and education. It is intended to prepare children for primary school, focusing on their social and emotional development, and helping them acquire the intellectual skills they need. In addition to addressing issues of international and global importance, it helps all children feel like they belong and have an identity as members of their community.

Background:

The history of education in Ireland was originally non-formal which means it used to be conducted by religious institutions and local chiefs and focussed on answering to God, recitation learning connected primarily

Figure 1.1 - National School System 1831

together all prospects of classical villas. Then The National School System was formed in 1831 to provide schooling based on English literacy and numeracy. However, it was criticized for being biased towards religion. Tensions among religious communities shaped reforms such as the Education Act of 1878 which aimed to increase local controls. After the independence of Ireland in 1922, the education system went through significant developments. The Education Act of 1998 introduced the framework for modern primary education, emphasizing the development of student's personal and social skills alongside academic achievements. The education system focused on studies that reflected the Irish identity and values.

Over the years, primary education in Ireland has been reformed to result in a more coherent curriculum of improved quality and greater inclusivity. In summary, the historical course of primary education in Ireland is one characterized by a clear intent to deliver educational excellence and an unchanging aspiration that every child receives a formative start upon which later educational advancement can be built.

Curriculum:

The curriculum in Ireland is specially designed for children to be nurtured in all dimensions of their life. The Responsibility of Pre-primary and Primary School curriculum is chiefly lead by National Council for Curriculum and Assessment (NCCA) who advises on matters of curriculum review and assessment to the Minister for Education and Science. At present, the Minister for Education is Norma Foley.

1. Pre-primary: *Aistear* (Irish word for Journey) is the curriculum framework for children from birth to 6 years old. It is designed to help children celebrate their early childhood while learning from experiences as they unfold. The Early Childhood Care and Education (ECCE)

Scheme (2010) provides free education and care for preschool children. It promotes early development in a playful environment. However, Pre-Primary education of all forms are optional in Ireland.

2. Primary: Primary education consists of an Eight-year cycle: Junior infant, senior infant, class 1-6. Most children complete their primary education between the ages of 4-12 years old even though it's not compulsory until 6 years old. There are a total of seven curriculum areas-

- **Language**: Primary language- English & Irish (Gaeilge).

- **Mathematics:** Introduction to basic mathematical concepts. Such as Number; Shape & Space; Measurement; Data Handling; and Geometry.

- **Social, Environmental & Scientific Education (SESE):** History, Geography & Science

- **Arts Education:** Visual Arts, Music & Drama.

- **Physical education;**

- **Social & Personal Health Education (SPHE);**

- **Religious & Ethical Education:** Responsibility of different school patrons.

As per the statistics from 2016, about 97% of state-funded primary schools were under the control of the church and about 81% of them were under the control of Roman Catholics. Irish law gave control to religious ethos to consider religion as the prime factor in admissions. However, in recent years a rapid increase in the number of schools with multi and non-denominational patrons is seen.

So, the number of school types is also increasing.

School type	Percentage of student	Number of Schools
Catholic	88.3%	2730
Anglican	5.7%	168
Multi-denominational	4.9%	153
Inter-denominational	0.6%	18
Presbyterian	0.5%	17
Muslim	<0.1%	2
Jewish	<0.1%	1

School Type	Percentage of Student	Number of Schools
Co-Ed school	99.5%	3082
Single school(girls)	0.33%	10
Single school(boys)	0.45%	14

Table 1.1 and 1.2 - Statistics (2021), types of primary schools

Again, Language learning occurs differently in different school contexts here. In English medium school, the working language is English, and as the second language Irish is taught whereas Gaeltacht and Irish–medium schools use Irish (Gaelic) as the working language while using English as the secondary language. The beginning of the school year in Ireland starts around September and ends in June. Generally, the Student-Teacher ratio is 22:1 and most primary schools are co-educational.

Basic Data	Information
Official Country Name	Ireland
Population	3,797,357
Language	English, Irish (Gaelic)
Literacy Rate	98%
Academic Year	September-June
Number of Primary Schools	3,391
Compulsory Schooling	9 years
Public Expenditure on Education	6.0%
Foreign students in National Education	5,975
Libraries	351
Educational Enrollment number in Primary	358,830

Educational Enrollment Rate in primary	104%
Teachers	16,202
Student-Teacher Ratio	22:1
Female Enrollment Rate	104%

Table 1.3 – Basic Information

Enrollment rate in primary school:

Gross enrollment ratio is the ratio of total enrollment, regardless of age, to the population of the age group that officially corresponds to the level of education shown. Primary education provides children with basic reading, writing, and mathematics skills along with an elementary understanding of such subjects as history, geography, natural science, social science, art, and music.

Bar Chart 1.1
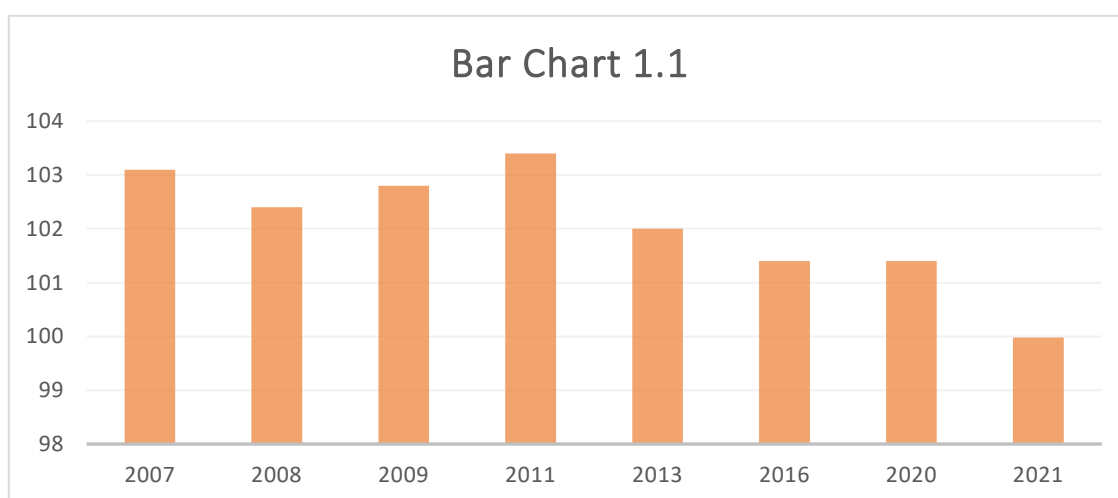
According to UNESCO (2021), The most recent value from 2021 is 99.98 percent, a decline from 101.37 percent in 2020. Based on data from 143 countries, the average is 100.00 percent. Actually, from 1971 to 2021 the average for Ireland is 102.54 percent. The minimum value, 79.99 percent, was hold out in 1997 period the maximum of 108.18 percent was set down in 1971. See the worldwide rankings for that measure or use the country indicator to compare trends. The primary school enrollment can outstrip 100% as a result the addition of over-aged and under-aged students because of timely or not on time school coming.

Teachers Training and Qualifications:

Teachers employed within pre-primary and primary settings in Ireland are usually required to meet the following requirements:

Educational qualifications: In Ireland, educators of primary students normally need to finish a four-year Bachelor of Education (B.Ed.) program that integrates classroom instruction with academic study. Pre-primary educators often need to possess a Level 7 or Level 8 qualification in Early Childhood Education, which emphasizes the value of early childhood development and adroit teaching techniques suitable for young students.

Teacher's training: The government of Ireland provides training to educators of pre-primary and primary students to give a well-rounded acronym of theoretical knowledge and real-world application. In addition to supervised teaching placements in schools, this program consists of modules on widespread education, curriculum design, and child psychology. These work placements are essential for gaining practical experience in classroom management and student interaction.

Practical experiences: Practical experiences for Irish teachers are important, especially in pre-primary and primary education. Teachers participate in guided training internships, where they can apply their theoretical knowledge. During these, they are involved in lesson planning, and classroom management while observing experienced teachers, which helps to create a supportive learning environment.

Additional qualifications:

Garda vetting: Teachers must go through a Garda vetting process to confirm that they are suitable to deal with minors.

Continuing Professional Development (CPD): CPD advises to educators to stay up-to-date on best practices and changes associated with early childhood education.

Needs for Special Education Training: Teachers who work with students with special educational needs may need to take supplementary studies or obtain training in special education needs.

TEACHING METHOD:

Irish pre-primary and primary schools apply the principles of learning and appropriate pedagogical approaches to foster children's development and learning. Irish teaching methods nurture the playful nature of children while enhancing the learning process with joy and relevance. Teaching in Irish schools follows various engaging methods, including:

1. Montessori Approach:

   A widely accepted teaching approach in Ireland which is based on the belief that children learn best through practical experiences and self-directed activities. Children

are allowed to explore and learn in a ready-made setting that is designed to meet their individual learning needs. This also encourages independence and ignites a child's innate curiosity and enjoyment of learning.

2. Experiential learning:

Emphasizes learning through direct experience and reflection. This involves engaging learners in practical demonstrations, fieldwork, and play-based learning to gain insights and knowledge.
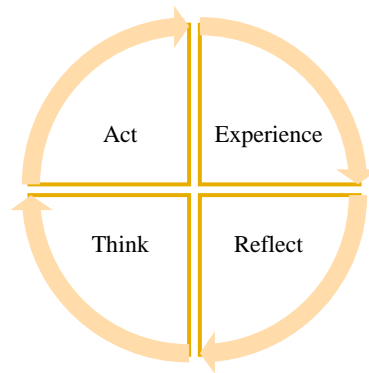
3. Customized learning methodology:

It is about tailoring instruction and formatting the classroom in a way that favors the unique needs, strengths and interests of each individual learner by making personalized learning plans and adaptive technology for students that will assist in developing critical thinking and problem-solving skills. This teaching method also works in favor of children with Special Educational Needs as this customized study plans are made according to their learning capacities in collaboration with teachers, special education needs coordinators (SENCOs), and parents.

4. Project-based learning (PBL):

 Projects are assigned to small groups of students where they work together to investigate and share their learnings. This collaboration further promotes effective communication between students.

 PBL might include,

4.1.Theme based teaching:

This method incorporates multiple subjects such as science, math, and social studies into one central theme so that students can understand the interconnection between different concepts.
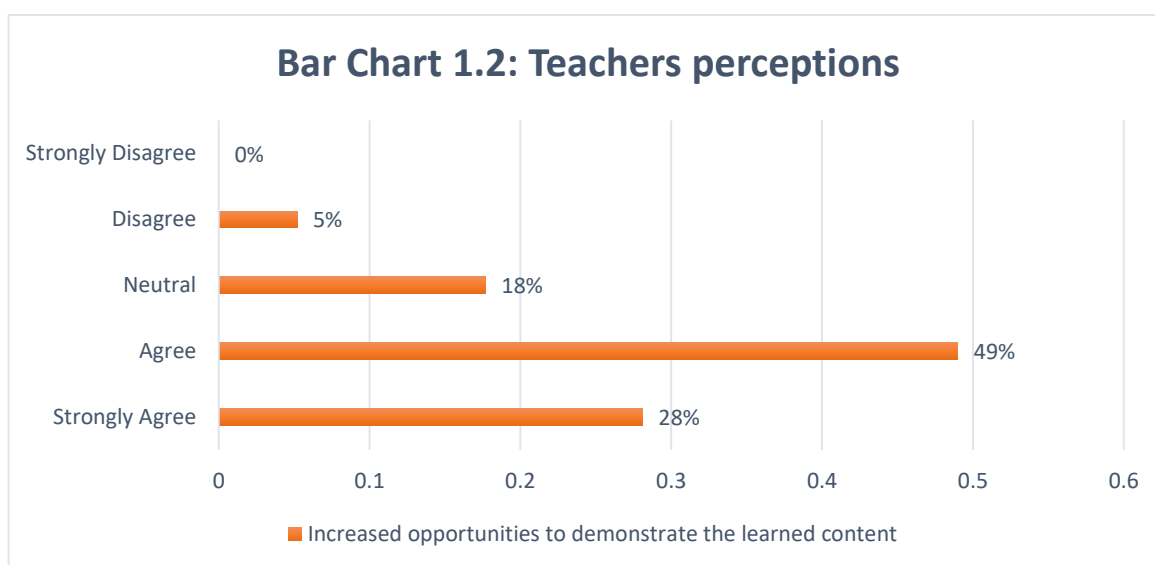

Figure 1.2 – Dinosaur-themed learning: Learning made easier

Theme-based topics like "Mother Nature" can engage students to know about literature and art related to the topic and the science behind it. Hence improving their observation skills and analytical thinking.

4.2.Student-Centered Learning:

Allows the student to choose projects that best fit their interests and inquisitiveness. Teachers engage students in decision-making processes and let them take ownership of their learning.

Bar Chart 1.2: Teachers perceptions

Response	Percentage
Strongly Disagree	0%
Disagree	5%
Neutral	18%
Agree	49%
Strongly Agree	28%

■ Increased opportunities to demonstrate the learned content
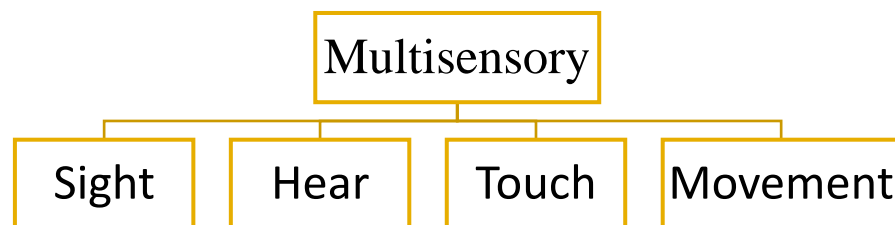
4.3. Inquiry-based teaching

This approach prioritizes students' questioning and spirit of inquiry at the core of the curriculum. Instead of giving direct guidelines to students, teachers provoke the students to ask content-related questions and constantly guide them as they work toward their solutions. It is proven that a student's learning is more sustainable in this way.

5. Literature-based instructions:

Identify different words using Jolly Phonics skills, context clues, and by breaking tough words into syllables. Diverse texts are prepared by teachers and introduced to pupils for reading and drama. These reading resources contain comics, newspapers as well as stories and rhymes. The synthetic phonic method teaches the letter sounds in a way that is fun and multisensory. In this manner, pupils are actively engaged in the reading, writing, and learning process as they aim to comprehend the text.

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                    ┌──────────────┐
                    │ Multisensory │
                    └──────────────┘
        ┌───────────┬──────┴──────┬─────────────┐
   ┌─────────┐ ┌─────────┐  ┌─────────┐  ┌────────────┐
   │  Sight  │ │  Hear   │  │  Touch  │  │  Movement  │
   └─────────┘ └─────────┘  └─────────┘  └────────────┘
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6. Bilingual Teaching Method:

This method is mostly used in Irish Curriculum Schools where Irish is used as the first language and English as the second language. Irish is integrated in listening, speaking, reading, and writing using literature-based instructions which makes the content easier to understand and enjoyable. A great degree of effort was put into teaching and playing Gaelic games. The teachers arranged the Irish language festival "Seachtain na Gaeilge" each year to encourage students to learn more about the language. Methodologies, booklists, and resources were presented as a policy to teach Irish and make pupils aware of their culture and heritage.

7. Blended Learning:

Digital technologies are embedded in the field of teaching, and learning. This includes the use of face-to-face activities combining digital learning tools. Teachers and policymakers use EdTech tools such as electronic books, e-books, and interactive whiteboards to make classrooms more tech-filled. Information and resources are shared via Learning Management Systems such as Google Classroom, Schoology, and Moodle.

Classroom Environment:

The physical environment, indoors and outdoors gives shape and nurtures children's learning. There are eight overreaching principles that schools consider in archiving the curriculum vision. Learning Environment or Classroom Environment is one of them. Considering all, the primary curriculum was launched in 1999, and much has changed in the classrooms since then.

Classroom Times:

Normally in Ireland, children who start school as beginners are in the junior infant's class. Schools are open from Monday to Friday while classes usually start from 9 am or 9.30 am but not later than 9.30. Normally a school day lasts for 5 hours and 40 minutes. This includes assembly time, roll call, and breaks also. There is normally a morning break at 11 am and also a lunch break around 12.30 p.m. The school day could be shorter for children in infant classes depending on the children.

Student –Teacher:

Generally, the principal is responsible for all in the school. Almost in all Irish national school, a pupil-teacher ratio 3 of 19.2 pupils to one teacher are seen while an average class size of 24.7 pupils for mainstream classes.

Figure 1.3 – Student-Teacher ratio

Every class has only one teacher who teaches all subjects by contrast for special classes like English language or non-English speaking children, one child could have other teachers for further help. In smaller schools, more than one class is taught by one teacher only in the same classroom.

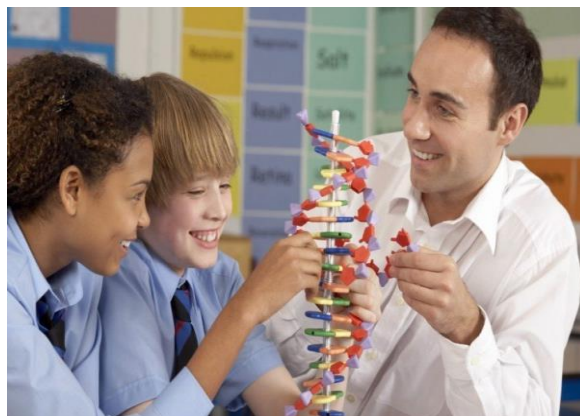### Environment In the Classroom:

Figure 1.4 and Figure 1.5 – Interactive classroom environment

In Irish primary schools, children learn with enjoyable experiences. If one child needs any extra help, the parents can also work with teacher to have learning support and resource. Normally schools have their own policy for homework. In the classroom or at home if a child is unable to solve tasks or has problems and if parents can't find out they can arrange to speak to the class teacher or even the principal. Children in the primary experience a variety of classroom organizational frameworks including individual learning, whole-class teaching-learning through pair work and group work, and specific learning concepts and goals. In Ireland, schools operate books in rental schemes. For the classrooms, the NCCA has launched many environmental facilities for students for example a friendly curriculum and learning environment for the children till six years, which have children in infant classes in primary schools. It describes the type of learning that are essential for children in their early years and offers ideas and suggestions for home also so that their learning might be hunted. There are also curricular developments in relation to special pupils with mild, moderate, and profound learning disabilities to support the planning and implementation of the curriculum in both mainstream and special schools.

Finally:

Finally, children in Ireland like school, look forward to school, and like their teachers. Children appear to be happy and engaged where teachers employ group work.

Extracurricular activities:

Pre-primary and primary education in Ireland includes several types of extra-curricular activities. Schools design these extra-curricular activities in such a way that students' interest and experience in learning increases and intellectual development develops. Here are some extra-curricular activities held in Irish pre-primary and primary schools:

1. **Sports:** Bonds are stronger through sports. Sports are very essential in mental and physical development. So Irish schools organize various types of sports. Some of those sports are football, rugby, Gaelic games, athletics and swimming. To develop physical skills and teamwork, those sports play an important role.

2. **Music and Art**: In Irish schools, student can attend in a variety of music lesson and art. So that students can develop their creativity and manifestation.

3. **Drama Club and Theater**: Drama clubs and theater develop students' communication skills, teamwork skills and help to bring out themselves.

4. **Science Activities**: Science club helps students to connect with the world of science. Through these science club's students can participate in different types of scientific activities. Irish pre-primary and primary schools help students with hands-on science, technology, and mathematics activities through science clubs. Through these students develop their critical thinking and problem-solving skills.

5. **Debating Club**: Ireland's schools have a debating club. Students can do debate and public speaking activities so that students can improve their confidence and communication skills.

6. **Cultural Activities**: Irish pre-primary and primary schools have cultural clubs. These clubs organize many cultural events. By these clubs and events help students to learn about different culture and to understand the world and build their confidence.

7. **Language skills**: Students learn several languages by language clubs. These exhibit student's communication skills.

8. **Nature and Gardening Activities**: By introducing young children to gardening and building relationships with the environment, schools instill environmental awareness and responsibility in them.

In Ireland, pre-primary and primary education children develop their social skills, make their learning enjoyable, and enrich their confidence and community sense.

Methods of Assessments:

In Ireland, each and every student's learning is collected by the teacher. Observation would likely be the best assessment method in Ireland. It's quite easy and reliable method to identify a student's characteristics.

Pre-primary Assessment Methods: Ireland's pre-primary assessments methods are intended to offer a profile to each child about their development focusing on their interest and requirements. The Early Childhood Care and Education (ECCE) follows Aistear and Siolta framework to support the holistic development of a pre-primary school student.

▪ **Aistear:** Aistear is The Early Childhood Curriculum Framework that guides pre-primary school education focusing the importance of learning through experiences, play, and development of skills and competencies. In Aistear framework educators observes the behavior, progress, and interaction of a student on a regular basis. To document their creativity, educators collect information and samples such as paintings, drawings and stories. They briefly write about specific incidents and behaviors as an Anecdotal Record. Regular conferences between educators and parents are held to discuss about the child's progress, lackings, and achievements.

▪ **Siolta:** Siolta is The National Quality Framework that focuses on quality childhood care including standards and guidelines through reflective practice and professional

dialogue. All these assessments help a child to talk about their experiences. It also helps in personal learning goal and reflect on their progress.

- **Primary Assessment Methods:** Ireland's primary school assessment methods are intended to offer a thorough view of a child's learning and development focusing their progress, shortcomings and strengths. The methods are focused on individual child to acknowledge their unique learning style. In Primary assessment method parent's teachers works combinedly to gather information about the student.

- **Observation:** Throughout class activities, educators keep a close eye on their students to evaluate their comprehension, abilities and conduct. To assess their understanding of the material and their capacity to apply concepts, teacher evaluate all of their students' work, including assignments, homework, projects. Students receive feedback on their work that enables them to see their areas of strength and growth.

- **Interactive Questioning:** Educators apply questioning tactics in class to check students' comprehension and encourage active involvement. This helps to discover knowledge gaps and change teaching tactics accordingly.

- **Teacher Assessments:** To assess student's development in different topics, teachers use a range of approaches as rubrics, anecdotal recordings and checklists.

- **Peer Assessments:** Students may evaluate one another's work and provide comments that benefit both the assessors and the appraised.

- **Self-Assessments:** Students are encouraged to evaluate their learning, establish objectives, and identify areas for development.

- **Standardized Test:** Standardized exams can be used to assess student's achievements in certain disciplines including reading, writing, and math. However, they are typically used in combination with other assessment approaches.

All these assessments help the educators to track children's progress and lacking as well. Students' assessment results are kept private and only shared with parents and school officials. Assessments are administered fairly and impartially, ensuring that all students are evaluated based on their particular talents and achievements.

What needs to change?

1. Problem - Lack of clear feedback:

In Ireland's preprimary and primary education, lack of clear feedback is one of the most highlighted problems. The teachers in Irish Primary school doesn't give any proper feedback about Student's performance and progress or degradation. That's why the parents can't know about their Children's academic condition. when feedback is not clear or absent parents may feel confused or puzzled about their children's strength and doesn't aware of that's part Where they need improvement. In rare case, some parents may not concern about their children educational development.

Solution - Some solution for this problem that teachers should practice how to offer clear, formal and effective feedback. They should call parent teacher meeting to discuss about student educational performances and progression. Teacher Can improve their assessment method and give those assessment's result to parents so that parents can get proper knowledge about their child's academic situation. Teachers can

work together to overcome this problem. Finaly parents must be aware about their children's future and give concern about their study.

2. Problem - Teachers Shortage:

According to the magazine Irish times (April 2024) a large number of teachers are leaving their profession or heading overseas due to the rising living cost and the mountain of paperwork they need to do. INTO (Irish National Teachers Organization) General Secretary John Boyle stated that there were above 2000 vacancies in schools. He added even though the government increased investment in special education, there remained a lack of high-quality professional development which can cause the children to lose resources under special education reforms. Again, because of teacher shortage school authorities were forced to drop certain subjects from their curriculum or employ teachers from out of the field. This issue was mainly caused by the introduction of a differential salary scale for teachers (2010) along with the reduction of promotional opportunities.

Solution: To resolve this problem (The Minister for Education) Ms. Foley said the Irish Congress of Trade Union should increase the salary to around € 46,000 for starting pay and to around €85,000 for the top point. Furthermore, there are some other initiatives that can be taken such as-

- Encouraging qualified students to choose teaching as a profession.
- Higher Educational institutes to grant a weaver for professional Master of Education students.
- To fill permanent fulltime roles the Boards of Management & Education and Training Boards should be empowered so that the needs of students, and curriculum requirements are fulfilled.

3. Problem - Discrimination in school admission policies:

It is a severe issue in Ireland's education system. The Equal Status Acts 2002-2004 impute compulsion to prevent discrimination in school admission but grant some unfair laws to give priority to students of a particular religion. Some schools often choose to admit Catholic students over non-Catholic students. This can constrain chances for individuals with different beliefs. Besides, single-sex schools admit only boys or girls, which can create concerns about equality.

Solution: A solution to this problem could be amend the Equal Status Act law in school admission and ensure equal admission rights for students of all religions. Moreover, protocols can be executed for single-sex schools. So that students of both genders can obtain equal opportunities and advantages. Also discussing with parents and teachers can help refine policies that will symmetry with religious ethos and equality.

4. Problem - The Irish language crisis in education:

Figure 1.6 - Leaving Cert exams

A record number of students didn't sit for their Irish exam as part of the Leaving Cert (Final exam of Irish secondary school) in 2024 and received an exemption from

learning the language even when it is a compulsory subject. Now this makes us aware of how important it is to emphasize learning the language from the pre-primary level through to the third level.

According to Caollaí (2023), Julian de Spáinn, the General Secretary of Conradh na Gaeilge "The Irish language in the education system is not in a good place and that is one of the biggest obstacles we face,". He further adds "The Department of Education is opposing the establishment of new Irish-medium primary and secondary schools which would meet the demand for Irish-medium education from parents."

The risk of the language becoming an optional subject arises as more students choose to opt out of learning it, leading to fears that the country might lose its heritage language.

Solution: Spáinn suggested **"We need to change the way Irish is taught throughout the system, from preschool the whole way through to third level. We need a flexible system that caters to students' needs and to their abilities."**
(Moore, 2024)

It is recommended that National Council for Curriculum and Assessment (NCCA) provide additional booklets, resources, and guidelines to teachers. Newly qualified teachers should be competent in the language and have a strong language base. Every possible chance should be granted to improve teachers' Irish-speaking skills. Irish should be the medium of communication among teachers and between teachers and students in schools. Programs similar to Séideán Sí should be introduced that will include what types of themes can be given during theme-based teaching which will

put focus on the importance of poetry, story, and role-play with the view of establishing the Irish language.

A collaborative action by educators, policy-makers, and parents will ensure that these steps are implemented and this will make sure that students have a sense of pride in the Irish language as a key part of preserving their heritage and culture.

5. Problem - Overcrowded classroom:

This is also another problem in Irish education system. As the classrooms are too big it gets filled with all the students then the teaches cannot pay more attention to some of the students which result in less communication between the teachers and those students which results in learning gap. Students in overcrowded classroom may also face problem in getting feedbacks and also may face problems in getting along with the topics and some students get deprived of the support they need. Another issue is that it hinders the chance of a student to properly learn and achieve.

Solution: The solution of this overcrowded classrooms is that if the classrooms are reduced in size then the problem can be solved. That means by providing more teachers and few students in the classroom through these the teachers can interact with the students if they don't understand anything and make things easier for them which will lead to a proper learning environment. So in a conclusion to reduce the problem of overcrowded classroom for better making a comfortable learning space for student we can make better classrooms by changing the infrastructure of schools.

6. Problem – Improper Environment:

In Irish education, improper environment is a big issue. Essentially for the special children who can't adopt normal environment with other children. They need special

care, special environment. But not in all national or primary school in Ireland has special environment for them.

Solution: To overcome from the problem of improper classroom for the special children, separate or special classroom need to be developed. Again, by developing relations between parents and teachers, the problem can be solved. Finally, separate curriculum need to be made for special children and help them to be capable in society.

7. **Problem – No Grading System:**

The idea of having no grading system in Ireland would create a variety of challenges for both students and the education system. Some of the problems are:

Lack of Motivation: Some students need motivation, and have to get grades. Without them, there might be a risk of decreased motivation or a lack of incentive for students to strive for excellence.

Lack of Clear Feedback: Without grades, teachers, parents, and students may struggle to find how well a student is performing.

Difficulty in Measuring Progress: Without grades, assessing progress and academic development might become more subjective, making it difficult to track long-term educational growth.

Parental Dilemma: It becomes difficult to evaluate the performance of their child without a benchmark in place every few months. This can lead to frustration and difficulty in supporting their child's education in an effective manner.

Solution: Focusing on personal growth and learning objectives allows students to track their progress without relying on grades. Feedback and reports should be comprehensive, offering detailed insights into student progress, strengths, and areas for improvement. Continuous assessment combined with clear learning outcomes can help provide a more holistic evaluation of student's abilities. Additionally,

collaboration between educational authorities and institutions could establish fair and transparent grading criteria for all levels.

8. **Problem – Teacher Shortage:**

Ireland's pre-primary and primary schools are experiencing a teacher shortage due to a number of major factors:

Low Teacher Supply: Less students are enrolling in programs that prepare them to become teachers, and there aren't enough graduates to fulfil the growing demand.

Workload and Pay Issues: Teachers frequently encounter severe workloads, which contribute to burnout. In many circumstances, compensation and working conditions do not reflect the amount of responsibility, making the profession less appealing to prospective workers.

Migration of Qualified Teachers: Because of better salaries or working conditions overseas, some competent teachers choose to work elsewhere, which adds to the teacher shortage in Ireland.

Teacher Attrition: Stress, a lack of support system, or greater chances in other sectors are the main reasons why teachers quit the profession.

Solution:

Increasing pay for teachers to a competitive level can aid in recruiting and keeping talented educators. Reducing class sizes and increasing support personnel are two ways to lessen the strain for teachers, which can enhance job satisfaction and prevent burnout. Continuing professional development options can assist educators in staying current with emerging pedagogies and instructional strategies.

Conclusion:

From birth, children begin their educational journey through interactions and the Primary Curriculum Framework acknowledges to the learning journey that all children are on. Education is offered in a safe and welcoming environment that promotes learning through participation. Education plays a central role in contributing to a democratic, righteous, and just, Irish society. Also, it helps children to see themselves as individuals with rights and responsibilities. Overall, the Pre-primary and Primary curriculum in Ireland helps a child in realizing his or her potential as an individual so that they can contribute for the betterment of society.

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