

MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile IRELAND		Resources; other usable datas
Context – educational system	Overview	The Irish Education system is best described as one of partnership between the State and various private agencies and organisations. The <b>Department of Education and Skills (DES)</b> is responsible for the overall administration of education at all levels.	<a href="https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries">https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries</a>  <a href="https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Ireland:Primary_Education">https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Ireland:Primary_Education</a>  <a href="https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Ireland:Secondary_and_Post-Secondary_Non-Tertiary_Education">https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Ireland:Secondary_and_Post-Secondary_Non-Tertiary_Education</a>
	Primary and lower secondary education	<p>The <b>Primary Education</b> sector comprises state-funded primary schools, special schools and private primary schools. In Ireland, formal education is compulsory from the age of 6 to age 16 or until students have completed three years of post-primary education, whichever is the later. Primary education also serves the two years from age 4 to age 6 before compulsory education commences. Primary schools are organised as a separate level of compulsory education and pupils normally transfer to the post-primary sector at age 12 to complete their compulsory education.</p> <p>The Irish primary education sector comprises state-funded primary schools, special schools and private primary schools. The 3,159 state-funded primary schools include religious schools, non-denominational schools, multi-denominational schools and Gaelscoileanna. The vast majority of children attend the state-aided primary schools.</p> <p>In 2011-2012, 599 schools had fewer than 50 pupils while 1423 schools had fewer than 100 pupils. This situation has its roots in the historical development of the school system, whereby each parish or village was granted its own school. The ownership of Irish primary schools is a little complex. The owners of the Catholic and Church of Ireland schools are typically the diocesan trustees whilst other denominational schools normally have a board of trustees nominated by the church authorities.</p> <p>Primary schools operate an eight-year programme, consisting of two kindergarten years (Junior and Senior Infants), followed by classes 1-6.</p>	
	Upper secondary education	<p>There are three types of schools in the <b>Post-Primary Education</b> sector – secondary, vocational and community/ comprehensive. All types of post-primary schools offer a mix of academic and vocational type subjects and the same state examinations.</p> <p>Of the 722 post-primary schools at present, 376 of them are voluntary secondary schools. All post-primary schools, in Ireland, provide a unified curriculum and the teachers employed by them have the same academic qualifications.</p> <p>The terminology 'lower secondary' and 'upper secondary' is not used in Ireland. The first three years of post-primary education (generally catering for young people aged 12-15 years) is called 'junior cycle', and 'senior cycle' describes the two or three years in school after the junior cycle (generally catering for young people aged 16-18 years).</p> <p><b>Junior Cycle</b></p> <p>The National Council for Curriculum and Assessment (NCCA) states that the general aim of education is to contribute towards the development of all aspects of the individual, including aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development, for personal and family life, for working life, for living in the community and for leisure.</p> <p>The junior cycle curriculum is presented in a framework of eight areas of learning experience: language and literature; mathematical studies; science and technology; social, political and environmental education; arts education; physical education; religious and moral education; guidance counselling and pastoral care. Schools will be expected to deliver a programme that will enable students to develop a wide range of skills, including critical thinking skills and basic skills such as numeracy and literacy. Most students will generally take no fewer than 8 subjects and no more than 10 full subjects for certification purposes in the new junior cycle. Students can substitute two short courses for one full subject, allowing options such as Chinese or Physical Education or Digital Media Literacy to be taken.</p> <p>This school-based model of assessment is just one element of the changed approach to assessment in the new junior cycle. From 2014, students in second year will sit standardised tests in English reading and Mathematics, and Irish reading in Irish-medium schools. From 2016 standardised testing in Science will also be included. The NCCA is also developing a new report card for parents that will give them much more information about their son or daughter's learning progress.</p> <p><b>Senior Cycle</b></p> <p>The senior cycle contains a range of disparate programmes with distinct aims and objectives. The established Leaving Certificate programme is offered to students after they have completed their junior cycle, by which time most students will have passed the compulsory education age limit of sixteen years. This programme aims to prepare students to be active citizens in society, prepare them to progress on to further education, training or employment and enable them to achieve their full personal, social, intellectual and vocational potential.</p> <p>The Leaving Certificate Vocational Programme (LCVP) was first introduced in 1989 and originally concentrated on particular groups of existing Leaving Certificate subjects (students chose two technical subjects, a modern language, Irish and one other Leaving Certificate subject). It was further revised in 2000-2002 as part of a general review of senior cycle provision. The number of Link modules to be taken was reduced from three to two and assessment procedures were revised accordingly. The revised programme offers a wide variety of learning experiences and links between learning inside and outside school. It aims to develop students' skills in terms of their vocational, technological and interpersonal</p>	

		<p>capabilities and to foster in them a sense of enterprise and initiative. This programme (LCVP) also qualifies students for entry to third level institutions, and for entry to various types of employment. In 2011, a total of 16,394 candidates sat LCVP modules in the Leaving Certificate.</p> <p>The Leaving Certificate Applied (LCA) programme is primarily intended, according to the Report on the National Evaluation of the LCA, <i>to meet the needs of students who are not catered for by the two other Leaving Certificate programmes, the established Leaving Certificate and the LCVP, and who might otherwise leave full-time education.</i> As such, it is regarded as having a key part to play in the retention of the maximum number of students within the post-primary system until 18 years of age. The LCA programme stresses curriculum integration and active learning.</p> <p>The Transition Year (TY) programme is intended to provide participants with an opportunity to develop maturity in terms of their personal and social awareness and competence as well as continuing to develop their academic, technical and general educational skills. The mission of the Transition Year programme is <i>to promote the personal, social, educational and vocational development of students and to prepare them for their role as autonomous, participative and responsible members of society</i> according to the Transition Year programme's guidelines for schools. This programme lasts for a full academic year and is pursued by students immediately after Junior Certificate and before they have enrolled in a programme for Leaving Certificate or, ideally, before they have selected their subjects for Leaving Certificate. For those students who pursue Transition Year first, completion of senior cycle education generally takes three years, while for those who move directly to the Leaving Certificate programme, the LCVP or LCA, senior cycle completion takes two years.</p>	
	<b>Structure of the national education system 2012/13</b>		<a href="https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries">https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries</a>
Media literacy in the curriculum	ML education in top level curriculum	The current curricular provision for Media Literacy in Irish education is fragmented and represented principally through a form of embedding in 'non-media' subjects. Media Literacy remains a subset of an English, ICT or SPHE curriculum.	Barnes, C., Corcoran, F., Flanagan, B. and O'Neill, B. Final Report: Critical Media Literacy in Ireland. Dublin: Radharc Media Trust, 2007
	resources	<a href="http://www.curriculumonline.ie/index.asp?locID=181&amp;docID=-1">http://www.curriculumonline.ie/index.asp?locID=181&amp;docID=-1</a> <a href="http://82.195.132.34/index.asp?locID=12&amp;docID=-1">http://82.195.132.34/index.asp?locID=12&amp;docID=-1</a> <a href="http://www.ncca.ie/uploadedfiles/Publications/PrimaryCurriculumReview.pdf">http://www.ncca.ie/uploadedfiles/Publications/PrimaryCurriculumReview.pdf</a> <a href="http://www.ncca.ie/index.asp?locID=255&amp;docID=-1">http://www.ncca.ie/index.asp?locID=255&amp;docID=-1</a>	
	Media literacy in education from a historical wiew	<p>„The process of developing Media Literacy in Ireland has been a difficult challenge and despite pioneering work by teachers and support groups to implement curricular change, The ethos of Media Education in Ireland may be said to have its origins in a distinctive Catholic pedagogy of the 1960s which against the background of Vatican II reforms sought a more positive engagement with the realities of modern life. Media and the arts more generally had been neglected up to this point as McLoone (1983) notes, and indeed the relatively late arrival of television in 1961 was symptomatic of a more general fear of technology and contemporary Anglo-American media culture. Some of the earliest initiatives in Irish Media Education as such were promoted by the Catholic Communications Centre, founded in 1968. which in addition to publications such as Introduction to the Mass Media (1985) also ran training programmes in well equipped studios for teachers and students in media production techniques. The education department of the Irish Film Institute from the 1970s on became a crucial catalyst for the development among teachers of a culture of Media Education. A second agency central to the development of Media Education was the Curriculum Development Unit of the CDVEC, based in Trinity College which was instrumental in developing teaching resources, in-service training and the piloting of new educational initiatives across a number of subject areas including media studies.</p> <p>The growing interest among teachers in teaching Media Studies was reflected in the first National Media Education Conference held in Dublin in 1985. The conference was addressed by a number of leading UK Media</p>	

		<p>Educationalists, including Len Masterman, David Lusted and Eddie Dick, created the impetus for the setting up of the first Teachers' Association for Media Education (TAME). TAME sought 'to support and encourage teachers of Media Education in both primary and postprimary schools' and to act as a lobbying group for curriculum provision, in-service training and the development of teaching resources for media studies. It was partially successful in each of these aims though following the formal introduction of Media Education into the Junior Certificate English syllabus, the need for the organisation appeared to decline.</p> <p>Media education in Ireland first entered schools in the late 1970s. At this time, the education system was struggling with a young population and was therefore under severe pressure and in need of reform. Without any clear policy, isolated efforts by teachers to develop media studies were undertaken.</p> <p>In 1978, a Vocational Preparation and Training Programme designed for early school leavers included media in its communications syllabus. An expanded version of this programme in 1984 aimed to "develop an awareness of the nature and function of communications in contemporary society" and to enable students to "acquire greater social competence".</p> <p>While at first sight, Media Education and Media Literacy provision might appear to be well supported within the formal national curriculum, particularly at primary level, one must be mindful of the gap that frequently exists between the official curriculum position, its representation in policy, and what is actually happening on the ground in the classroom. The problem of national coherence, consistency, equality of access and reach is a crucial issue. Many schools are providing elements of Media Education but may not recognise them as explicitly Critical Media Literacy provision. Equally, many schools are not adequately resourced and cannot participate. While the curriculum stipulates Media Education at various points within subjects such as English, Social Personal and Health Education (SPHE) and Information and Communications Technology (ICT), it is not formally tested and thus is not compulsory, leaving the task to individual teachers, principals and boards of management.</p> <p>TAME (Teacher's Association for Media Education) since its formation in 1985, worked extensively to raise the profile of Media Education. In 2007, TAME is no longer active and has been dormant for several years leaving Irish Media Education without a coherent meeting point or organised support network."</p> <p>Barnes, C., Corcoran, F. Flanagan, B. and O'Neill, B. Final Report: Critical Media Literacy in Ireland. Dublin: Radharc Media Trust, 2007 (p.23-25)  <a href="http://www.dublincity.ie/Community/childrensservicesunit/Documents/Critical%20Media%20Literacy%20in%20Ireland%20DIT%202007_sml.p">http://www.dublincity.ie/Community/childrensservicesunit/Documents/Critical%20Media%20Literacy%20in%20Ireland%20DIT%202007_sml.p</a></p>	
	Media literacy in the curriculum – recent view	<p>„Primary</p> <p>Media literacy is, according to educationalists, well grounded in the new primary curriculum in Ireland. The new curriculum was launched in September 2000 and has now completed its first review phase which took place in the 2003/2004 school year. This phase assessed teacher and student experience of the English, Visual Arts and Mathematics curricula. The second review phase is ongoing and will address the Irish language, Science and Social Personal and Health (SPHE) provisions. Media education is specifically provided for in SPHE which consists of three strands: 'Myself', 'Myself and Others' and 'Myself and the Wider World'. The final strand contains two themes – 'Developing Citizenship' and 'Media Education'. There is a dual emphasis at this level which is split between protection and empowerment. Curriculum material is well developed and both general and detailed information are available online through the National Council for Curriculum and Assessment (NCCA) website. Within the framework of the curriculum, teacher guidelines are established, in-service training has been provided and support is available through the Primary Curriculum Support Programme (PCSP). While assessment guidelines are presented for teachers, it is not compulsory or structured at a national level. The first review phase of the primary curriculum has produced recommendations centred on the provision of ICT in the classroom. These focus on the importance of understanding the potential of ICT to support and enhance the integrated nature of the primary</p>	

curriculum as well as making specific reference to the value of enhancing visual literacy through the Visual Arts strand of the curriculum. The second phase of the review is ongoing currently with data available in early 2008. This phase will offer information on the responses to and experiences of the SPHE strand, which includes a dedicated Media Education theme. Media literacy education at primary level is also stranded into English, through a general framework of enhancing both oral and written language skills. To a lesser extent, the use of media technology as a tool is also evident throughout the Visual Arts curriculum and Social Environmental and Scientific Education.

primary		
English	Social, Personal & Health Education (SPHE)	ICT
<ul style="list-style-type: none"> <li>- develop a sense of discrimination with regard to the use of language and images in the media</li> <li>- distinguish between fact and opinion, and bias and objectivity, in text and in the media</li> <li>- learn about the structure and appreciate the function of the component parts of a newspaper editorial, news, feature, review, sport, obituary, crossword, advertisement, schedule of radio and television programmes</li> <li>- take part in co-operative writing activities projects writing and publishing a class newspaper</li> <li>- discuss plays, films and television programmes express in writing reactions to music, artwork, films, television programmes and videos</li> </ul>	<p>Media education  <i>The child should be enabled to</i></p> <ul style="list-style-type: none"> <li>• realise that he/she receives information from many different sources  <i>pictures, posters, other people, books, newspapers, cards, television, internet</i></li> <li>• identify favourite television programmes, videos and video games and indicate reasons for preference</li> <li>• explore popular stories, books and rhymes and discuss some of the characters and their appealing traits</li> <li>• begin to use and explore the various kinds of information technology available</li> <li>• begin to explore and talk about the difference between advertisements and programmes <i>what is real and imaginary, the content of advertisements and favourite programmes.</i></li> </ul> <p><i>The child should be enabled to</i></p> <ul style="list-style-type: none"> <li>• explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes</li> <li>• discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media <i>identifying favourite programmes and the reasons for their popularity measuring the amount of time spent watching television, listening to music, playing computer games, exploring the internet, reading comics, books or magazines exploring alternative leisure pursuits sorting and classifying television programmes, videos, magazines and comics into different categories</i></li> <li>• become aware of advertising and its purpose and nature <i>advertising intends to persuade, messages can be biased</i></li> <li>• begin to explore some of the techniques that are used in marketing and advertising <i>children's clubs, free toys with certain products, associating a particular pop star or character with a certain product, bonus points with certain food items, creating beauty ideals, appealing to one's wants</i></li> </ul>	<p>develop media literacy skills and the critical understanding that images used in various media may be edited, rather than true representations of reality</p> <p>multimedia tools like video equipment enable children to record and chart their own learning progression</p>

		<p><i>rather than one's needs</i></p> <ul style="list-style-type: none"> <li>• explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations <i>family life, relationships, school, body images, community life, language, communication distinguishing between fact and fiction, recognise various inequalities that may be encountered.</i></li> </ul> <p><i>The child should be enabled to</i></p> <ul style="list-style-type: none"> <li>• explore and understand how information is conveyed and practise relaying messages using a variety of methods <i>information and communication technology, letter, telephone, picture, poster, sign, film, book</i></li> <li>• explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included <i>identifying information that may be deliberately excluded, the role of bias</i></li> <li>• recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media</li> <li>• identify the audiences at which different aspects of the media are aimed <i>the approaches used, the content</i></li> <li>• become aware of the different forms of advertising, its purpose and the messages it promotes <i>advertising messages—slim always means healthy, beautiful people smoke and drink, certain diets are safe, beauty is physical hidden links between body-image and certain products—you will belong if you use this product what I need versus what I want</i></li> <li>• become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas <i>techniques: beauty and glamour to promote certain products, the use of music, associating personalities with certain products, giving free gifts on purchase, the use of attractive visual images, the repetition of certain advertisements</i></li> <li>• explore various recreation and leisure activities as an alternative to watching television</li> <li>• explore and use some simple broadcasting, production and communication techniques <i>lighting, voice-over, interview, camera work, using different kinds of music, e-mail.</i></li> </ul>		
	<p>Secondary</p> <p>The post-primary curriculum is divided into two main sections. The Junior Cycle caters for students aged between 12 and 15 and marks the end of compulsory schooling. The Junior Certificate exam, taken in the third year, is the first state examination taken by young people and marks, for the majority, the transition to the Senior Cycle. This can be a two or three year cycle which culminates in the terminal examination – the Leaving Certificate. Currently there are several options available to Senior Cycle students which offer, depending on the options chosen, a variety of opportunities to experience Media Literacy Education. The main options available are:</p> <ul style="list-style-type: none"> <li>• A three year cycle in which a student progresses from Junior Cycle to Senior Cycle through a Transition Year (TY), an optional programme between 3rd year and 5th year.</li> </ul>			

	<p>••A two year cycle in which the student moves from 3rd year directly to 5th year. TY is of particular importance in relation to Media Literacy Education, as it offers both several established media programmes and project opportunities and also a variety of future directions for the study of media in the classroom. Reflecting the centrality of TY within the field is essential and it is discussed separately below. Within the Senior Cycle curriculum itself students can take one of a further three options:</p> <ul style="list-style-type: none"> <li>••The Leaving Certificate Vocational Programme (LCVP).</li> <li>••The Leaving Certificate Applied (LCA).</li> <li>••The Leaving Certificate (Established).</li> </ul> <p>Currently there is no separate Media Literacy curriculum at either Junior or Senior Cycle in the Irish education system. At lower secondary level, a form of general Media Education is stranded into English under the heading of Cultural Literacy and into both Civic Social and Political Education (CSPE) and Environmental and Social Studies (ESS), both of which emphasise the use of media forms as learning tools. Both CSPE and ESS are formally assessed at Junior Certificate level. However, the Media Education component in both is incidental rather than integral to the course of study. At Senior Cycle, the majority of students opt for the traditional Leaving Certificate (Established) in which their opportunities to experience Media Literacy Education are primarily contained within the English curriculum and are typically focused on Film Studies. There is, as noted, no separate Media Education strand at this level as there is at primary level and experiences vary widely from school to school making it difficult to assess the level of Media Education provided.</p> <p>At LCVP and LCA, Media Education is more structured and students are required to study a module entitled English and Communication at LCA, and ICT at LCVP. Assessment is split between an end-of-year examination and portfolio and project work for both LCA and LCVP. However, as with the Leaving Certificate (Established), the written response is privileged and practical media work, while seen as both empowering and necessary, is not currently assessed.</p> <p>The Senior Cycle is currently undergoing a review and radical changes to the structure and breadth of the curriculum have been proposed. These changes offer an exciting opportunity for Media Literacy Education to advance its position in the formal national curriculum and already several steps have been taken to begin that process. As part of the curriculum review, Key Skills are to be integrated into all subjects with the aim of broadening the curriculum beyond its overt functionality and examination focus. At the time of writing, Key Skills are in the process of being developed and embedded in the curriculum and are listed as follows:</p> <ul style="list-style-type: none"> <li>••Learning to Learn</li> <li>••Information Processing</li> <li>••Personal Effectiveness</li> <li>••Communication</li> <li>••Critical Thinking</li> <li>••Working with Others<sup>52</sup></li> </ul> <p>It is hoped that this initiative will foster a new and more inclusive culture within the Senior Cycle, more receptive to the educational ethos of CML. In addition, two new forms of subject provision are proposed. The first of these is the Transition Unit, a 45 hour course designed by schools and individual teachers. While not yet running in schools, twelve draft proposals have been received by the NCCA and of these, three relate directly to Media Education. <b>The second form is the 90 hour short course which is to be developed and assessed</b> at a national level. Short courses are currently being drafted and include suggested subjects such as Music Technology and Art Technology. Other possible subject areas include Enterprise, and Media &amp; Communication Technology.”</p> <p>Barnes, C., Corcoran, F. Flanagan, B. and O'Neill, B. Final Report: Critical Media Literacy in Ireland. Dublin: Radharc Media Trust, 2007 (p.25-28) <a href="http://www.dublincity.ie/Community/childrensservicesunit/Documents/Critical%20Media%20Literacy%20in%20Ireland%20DIT%202007_sml.p">http://www.dublincity.ie/Community/childrensservicesunit/Documents/Critical%20Media%20Literacy%20in%20Ireland%20DIT%202007_sml.p</a></p>	
Comments, annexes	<p>„At present, the school culture is not conducive to the development of Media Education as a separate subject, or indeed as a crosscurriculum set of objectives. In a points-driven curriculum, Media Education provides many challenges and there is no foreseeable solution to implementing a strategy quickly. Indeed, some would argue that such a strategy requires slow and deliberate rather than radical and immediate action. Nonetheless, there appears to be a majority opinion that Media Education should be considered as spanning the curriculum. Also, as noted earlier, facilities, expertise, training and resources are to varying degrees contentious issues.</p> <p>In these circumstances, it may not be surprising that more visible models of 'good practice' come from the community sector, because they are judged on an individual basis and in a volunteer capacity and are not, as school initiatives are, required to be implemented or replicated across schools nationally, something which is difficult to do without addressing the lack of facilities expertise, training and resources noted above.</p>	

		<p>Furthermore, many of the media projects that are completed 'within' schools often take place outside school hours, away from the school environment and are exhibited and compete outside schools. However, most of the planning and devising tends to take place in classrooms and it is these activities (research, drawing, writing etc) that are ways of 'legitimising' the media activities as part of a curriculum however spurious these attempts may appear.</p> <p>For example, an environmental project might include research at libraries, online searches, emails requesting specialist expertise and drafting narratives – all of which can take place in the classroom and can be done as part of a curriculum that includes English, History, Social Studies and Art). However, the project itself may involve a field trip and/or interaction at a community or regional level and often ends up shown at children's competitions or community gatherings. (...) At present, some schools have managed to introduce work experience programmes for students. These are piecemeal and fragmented and were not the product of any coherent policy. Although there is growing recognition of Media Education in schools, which can be seen through examples like the FÍS project or the IFI's TY Module in Moving Image Education, there are no immediate nationally available models of 'best practice' which are embedded in the school curriculum. „</p> <p>Barnes, C., Corcoran, F. Flanagan, B. and O'Neill, B. Final Report: Critical Media Literacy in Ireland. Dublin: Radharc Media Trust, 2007 (p.38)</p> <p>„Media Education is not uniformly available and/or supported in all schools.</p> <p>Media Education is hampered by low status and considered to be a 'soft' subject.</p> <p>Media Education as it currently exists across the curriculum is unstructured. While this offers some advantages in allowing freedom to teachers to develop new innovative practices, it undermines the overall coherence of media studies as a subject.</p> <p>Community--based initiatives do not generally receive recognition nor are there serious attempts to leverage their potential – resources, expertise, methods etc.</p> <p>A lack of research and funding for specifically Irish contexts seriously undermines any attempts at gaining credibility or inspiration.</p> <p>There is a low rate of collaboration between schools, community and industry.</p> <p>There is no 'ownership' of Media Education and a vital need for it to be endorsed.”</p> <p>Barnes, C., Corcoran, F. Flanagan, B. and O'Neill, B. Final Report: Critical Media Literacy in Ireland. Dublin: Radharc Media Trust, 2007 (p.45-47)</p> <p><a href="http://www.dublincity.ie/Community/childrensservicesunit/Documents/Critical%20Media%20Literacy%20in%20Ireland%20DIT%202007_sml.p">http://www.dublincity.ie/Community/childrensservicesunit/Documents/Critical%20Media%20Literacy%20in%20Ireland%20DIT%202007_sml.p</a></p>	
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<p>Ad Teacher profession development</p>	<p>„Media education in Irish schools is largely informal and led by individual teachers and enthusiasts for the subject. The subject itself lacks status within the curriculum and currently teachers are not provided with the necessary training either at initial training stages or through Continuing Professional Development (CPD) courses or in-service training. As a result, many teachers are understandably unwilling to take on the additional responsibility particularly with a subject like Media Education. Further to this, fully updated knowledge of, and participation in, the rapidly shifting media environment can draw attention to what may be a profound gap in experience between the teacher and the student, an issue that can disrupt the traditional teacher/student relationship. Several respondents noted the challenge of developing curriculum materials or of encouraging teachers to use media technology in the classroom in the absence of adequate training and, crucially, the lack of technical knowledge and support. Brick Maier, a freelance media consultant and media trainer, also highlights the necessity of preparing teachers fully in order to get the best out of the opportunities offered by technology. He further makes the point that while technology is increasingly more accessible and affordable, teachers cannot be expected to adopt and integrate new materials and technologies into the classroom and into the curriculum without the necessary preparation, instruction and ongoing support. The interconnected nature and multifaceted approach required to enhance the status of Media Education thus means that teacher training is mutually dependant on a strong curriculum which is nationally benchmarked and supported by national assessment structures. This further requires concerted lobbying to raise the profile of Media Education and to generate support for it in schools, focussing attention on the need for teacher support networks such as TAME.”</p> <p>Barnes, C., Corcoran, F. Flanagan, B. and O'Neill, B. Final Report: Critical Media Literacy in Ireland. Dublin: Radharc Media Trust, 2007 (p.37) <a href="http://www.dublincity.ie/Community/childrensservicesunit/Documents/Critical%20Media%20Literacy%20in%20Ireland%20DIT%202007_sml.p">http://www.dublincity.ie/Community/childrensservicesunit/Documents/Critical%20Media%20Literacy%20in%20Ireland%20DIT%202007_sml.p</a></p>	
<p>Specialized network for media educators</p>	<p>There is no single network. There was at one stage a “Teachers’ Association for Media Education” though this is no longer active. Other subject associations (Association of English Teachers, Computers in Education etc.) have largely adopted this area, reflecting the somewhat fragmented approach to integrating media within the curriculum.</p>	