Report of the Review Panel to the Teaching Council following a review of an Initial Teacher Education programme

Name of HEI: **Maynooth University**

Name of Programme: **Bachelor of Education (Primary)**

Date: **31 August 2022**

An Chomhairle
Mhúinteoireachta
The Teaching Council

Céim: Cycle 2 Review & Accreditation
"Review of Programme Requirements"

Name of HEI:	Maynooth University
Name of Programme:	Bachelor of Education (Primary)
Date of Report:	31 August 2022
Requirement(s):	The Teaching Council requires confirmation, on or before 30 November 2022, that the proposed exit routes from the B.Ed (Primary), as outlined in the letter dated 6 July 2022, have been approved by the Academic Council of Maynooth University.
Timeframe to meet requirement(s):	30 November 2022
Date of review:	27 January 2023
Has the requirement(s) been met?	Yes ◉ No ○ **Date met:** 7 November 2022
Is further information required?	No
New timeframe to meet requirement(s) (if applicable)	Not applicable
Noted by:	The Acting Director and Head of ITEI, after reviewing the correspondence provided, consider that the requirement has clearly been fulfilled and formally note same.

Acting Director of the Teaching Council	**Head of ITEI**
Phil Fox	Bríd Murphy

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Programme Overview

This report relates to the review of the following programme provided by Maynooth University:

Bachelor of Education (Primary), hereinafter referred to as 'the programme'.

Background

Céim: Standards for Initial Teacher Education sets out the standards which programmes of initial teacher education in Ireland must meet in order to gain accreditation from the Teaching Council. It is also a benchmark for anybody seeking to register as a teacher in Ireland.

The Teaching Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education* (hereinafter referred to as the *Procedures*) sets out the process by which programmes are reviewed.

The Review Process

The review of the **Bachelor of Education (Primary)** at Maynooth University took place between 11 March 2022 and August 2022 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education.*

STEP 1 Notification	On 11 October 2021, the Teaching Council notified Maynooth University that a review of their programmes of initial teacher education would commence in April 2022.
STEP 2 Preliminary Meeting between Teaching Council staff and HEI	On 4 November 2021 staff from Maynooth University attended a preliminary meeting with executive staff from the Initial Teacher Education and Induction section of the Teaching Council who provided an overview of the pro forma, toolkits and the review and accreditation process. This meeting provided an opportunity for the University to ask questions on the completion of the pro forma.
STEP 3 Submission of pro forma	On 11 March 2022 Maynooth University submitted a pro forma, toolkits, and appendices which mapped the programme against each of the Standards outlined in *Céim: Standards for Initial Teacher Education*.
STEP 4 Desk-based review of pro forma	The Teaching Council staff conducted a desk-based review of the submission. On 23 March 2022 clarifications were requested from Maynooth University which were submitted on 28 March 2022.
STEP 5 Appointment of Review Panel	The process was formally initiated when the Review Panel (hereinafter referred to as 'the Panel') was appointed by the Teaching Council's director, with Professor Anne O'Gara as Chairperson, and Mr. Mícheál Ó Gríofa and Professor Christine Forde as Panel members. The Panel was briefed by Teaching Council staff.
Rapporteur	The Review Panel members were supported in their role by Jean Harrington, who was rapporteur. To ensure consistency with the *Céim* Standards, a Teaching Council staff member was present in an observational capacity, at Review Panel meetings and engagement with Maynooth University.
STEP 6 Review Panel Meeting 1	The Panel met on 30 March 2022 to review the documentation and to consider the submission. During the course of the meeting, the Panel identified clarifications to be sought from Maynooth University. Having reviewed the documentation submitted, the Panel wished to meet with members of the university and requested an online meeting.

	The Panel requested video footage of the dedicated child-centred spaces, along with clarifications from Maynooth University to be submitted by 28 April 2022, prior to an online meeting with university personnel. Areas for clarification included: • Updated Academic Accreditation for the programme; • Information on the role, responsibilities, and term of office of education personnel on the Academic Council; • The Panel recommended a review of the approach to Curriculum Studies to include a deeper understanding of curriculum frameworks and curriculum development with a view to preparing students for a lifelong career in education; • Staff-student ratio; • Opportunities in place for students to transfer to alternative programmes. Following this meeting, Maynooth University was informed of the members of the Review Panel.
STEP 7 Engagement with the HEI	The Panel Chair and Rapporteur held a pre-meet with the Head of the Froebel Department on 7 April to discuss the personnel the Panel wished to meet and to arrange a schedule for the online meeting. The full Review Panel held a virtual meeting with Maynooth University on 6 May from 10am to 12pm. This was also attended by the Rapporteur and the Acting Head of Initial Teacher Education, who attended in an observatory capacity. The following attended on behalf of the university: • Registrar, Maynooth University • Head of the Froebel Department of Primary and Early Childhood Education • Head of Education and Director of School Placement • PMEd Programme Leader • BEd Programme Leader • External HEI tutor • PMEd Class Representative • BEd Class Representative

STEP 8 Review Panel meeting 2	The Panel met to agree its recommendation on 11 May 2022. The Panel drafted a letter seeking confirmation that Academic Accreditation for the programme had been updated, the Céim student:staff ratio would be met for October 2022, and that transfer arrangements are in place to alternative programmes for students, as appropriate. The Panel requested that the University submit confirmation on these matters by 27 May 2022. An updated Toolkit D outlining the new SSR was submitted on 27 May. A letter was received from the Registrar on 13 June 2022 with details of the updated Academic Accreditation which was granted on 23 May 2022. Further correspondence was received from the Dean of the Faculty of Social Science confirming the allocation of an additional staff member to meet the Teaching Council requirement of 15:1 on 7 June 2022 and finally a letter was received from the Registrar dated 6 July outlining proposed exit routes from the Maynooth University B.Ed (Primary).
STEP 9 Reporting	The preliminary draft report was prepared and further amended by the Review Panel following a meeting to discuss the correspondence received from the University on 22 July 2022. The draft report was issued to the university with a request that they respond with any feedback and confirmation of matters of fact and accuracy within 30 days. The feedback was received on 31 August 2022 and was forwarded to the Review Panel who considered it when preparing the final draft report. The Review Panel finalised the report on 31 August 2022.
STEP 10 Education Committee	The Chair will present the report to the Education Committee on 13 September 2022 who may decide to; accredit the programme, accredit the programme with requirements or not accredit the programme.

Overall Findings

The Panel was impressed by the exemplary manner in which Maynooth University representatives engaged with the review process.

The clear articulation of a unique conceptual framework underpinned by Froebelian principles and philosophy was identified as a particular strength by the Panel. The six pillars named are evident across the teaching and learning processes of the programme.

The Panel acknowledges the openness of Froebel Department of Primary and Early Childhood Education to consideration of credit weighting of modules to ensure cohesion and depth in the student teacher learning experience.

Recent engagement with a curriculum studies expert is commended in reviewing the overarching approach to curriculum frameworks and curriculum policy development.

School placement is a central element of the programme. The Panel commends the spiral approach to placement over the four years which facilitates progressive development of the skills of the student teachers and enhances their developing confidence and competence in the classroom and school environment.

The overall finding of the Panel is that the programme should be granted accreditation subject to one requirement.

Programme Design

		Standard addressed?
1.1.1 The Programme	The Programme received academic accreditation from the Academic Council on 20 October 2014, prior to being submitted to the Teaching Council for professional accreditation. Up to date accreditation was sought as a clarification by the Panel, and was granted on 23 May 2022, with effect from academic year 2022/23. It is in line with the Council's Registration Regulations (2016) in terms of award level and ECTS.	Yes
1.1.2 Conceptual Framework	The programme is supported by a clearly defined conceptual framework which is rooted in Froebelian philosophy and pedagogy, adapted for teacher education, with an emphasis on Global Citizenship and Inclusive Education, creativity, and reflective practice. The review process determined that the submission demonstrated how the conceptual framework is developed in the context of the provider's mission and ethos and that the programme seeks to 'prepare primary school teachers as highly professional research-oriented practitioners and committed lifelong learners.' Maynooth University demonstrated how the programme is informed by research, the Council's *Policy on the Continuum of Teacher Education,* and the *Code of Professional Conduct for Teachers*. The submission clearly articulates how it identifies the University's principles, beliefs and values about education which are integrated seamlessly with the Froebelian approach. The review process determined that the submission demonstrated how the conceptual framework based on Froebelian principles and philosophy, provides a rationale for the model of ITE which has been adopted. It demonstrated how the programme enables student teachers while on placement to demonstrate the link between the sites of practice (Maynooth University and school). The Panel noted that	Yes

	a key strength of the B.Ed programme is the opportunity for student teachers	
	'to engage with practising teachers who have been invited to teach on the programme outside of school hours. These teachers have been chosen for their reputation and excellence within the teaching community, their ability to communicate and their contribution to the profession.'	
	The review process determined that the submission reflected that school placement is the fulcrum of the continuum of teacher education and shows how key themes are revisited over the programme.	
	'Over the course of four years, students spend thirty-nine weeks in diverse placement settings. This time affords the student teachers a wealth of practical experience in a "real world" setting and, in so doing, encourages them to systematically reflect upon, and apply, the theoretical knowledge garnered through their engagement with Foundation Studies and Professional Studies (Korthagen, 2001).'	
1.1.3 Programme Aims	The review process determined that the submission clearly defined the aims of the programme, demonstrating where the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes. Further, Maynooth University demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities through	Yes
	'students examining 'curriculum development in Ireland, leading to the Draft Primary Curriculum Framework (NCCA, 2020). Curriculum making is framed as types of activity rather than institutional functions (Priestley et al, 2021). The submission outlines an increased focus on teacher agency in curriculum stating that it is an important dimension of teachers' professionalism and a crucial factor in the critical engagement of teachers in their work (Priestley, et al, 2015).'	
	It demonstrated how the programme enables newly qualified teachers to facilitate quality teaching and learning for all pupils, how it prepares student teachers for teaching, learning, reflective practices, and assessment in their schools, and prepares them for entry to their professional role.	
	Maynooth University demonstrated how the programme aims to foster student teachers' agency and mind-set to be open to	

	professional growth and learning over the course of their careers, to reflect on their own professional learning and that of their pupils, and to support their pupils in achieving their full potential.	
1.1.4 Programme Duration & Balance	The review process determined that the submission demonstrated that the concurrent programme meets the criterion of a minimum of four years duration, and demonstrates how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure. Maynooth University demonstrated that all areas of study are relevant to students' future work as teachers, that the programme will facilitate student teachers' personal development and their growth and wellbeing into their professional role, thus enabling them to become responsible, trustworthy, and reflective practitioners. The Panel are satisfied that the submission demonstrated that the programme prepares student teachers for life in the classroom and for active engagement in teaching within a professional learning community, reflecting the core values of trust, care, respect, and integrity.	Yes
1.1.5 Tréimhse Foghlama sa Ghaeltacht	The Panel can confirm that the programme provides for an immersive educational programme through the medium of Irish in a Gaeltacht setting of a minimum four weeks duration.	Yes

	The programme follows *Na Siollabais Oifigiúla do na Tréimhsí Foghlama sa Ghaeltacht do Mhic Léinn Oideachais.*	
	The Panel noted that the programme allows the student teacher to build on their Taisce by using the Fillteán Foghlama developed during their Tréimshí. This Fillteán Foghlama is of relevance to the professional studies aspects of the programme of ITE.	
	'The submission provides that the assessment in Y2 and Y3 Irish language competency, literature and methodology modules is directly linked to the Tréimhsí Foghlama sa Ghaeltacht (TFG). Students engage in critical dialogue in their Irish oral examination about their Fillteán Foghlama (50% of their final assessment). In Y2 student teachers create a digital Gaeltacht picturebook based on the folklore of their chosen TFG (100% of their assessment). These assessments are collated into the student teachers' TAISCE portfolios.'	
	This immersive educational programme forms part of the overall programme of ITE. HEI staff demonstrated they are satisfied that the immersive educational experience is of sufficient quality.	
	'The review process determined that the submission demonstrated that programme content provides opportunities for student teachers to meaningfully integrate their experience into their learning in the HEI through reference to reflection on their experience in the Gaeltacht; presenting their Fillteán Foghlama and spoken language to peers.'	
	The Panel welcomes the innovative measures that support all student teachers in enhancing their understanding of teaching in these settings and which seek to support them in their ongoing learning to meet these needs. The submission states	
	'that all Y2 students attend a week-long Gaelscoil placement, using EDF232 learning outcomes in their teaching to meaningfully connect with their TFG and engage in a preparatory seminar to reflect upon the integration of the TFG resource into their teaching.'	
	Tá an Painéal sásta go bhfuil an Tréimhse Foghlamhtha sa Ghaeltacht ag teacht go hiomlán leis na caighdeáin atá leagtha síos i Céim: Caighdeáin d'Oideachas Tosaigh Múinteoirí.	
1.1.6 Integration and	Maynooth University demonstrated that foundation studies are integrated into the programme in a way that is meaningful for	Yes

Diversity of Programme Content	student teachers and their practice; that the programme design follows a spiral learning approach, and that the programme allows student teachers to experience cumulatively, a variety of teaching, learning and assessment modes. The submission demonstrated that small group work and tutorials are a central feature of the programme, and the programme provides opportunities for individual and collective reflection by student teachers and programme staff.	
Aptitude test	Maynooth University completed an 'Aptitude test' declaration form, confirming that the programme design allows for the provision of 'aptitude tests' for teachers who have qualified outside of the State.	Yes
1.1.7 Required Areas of Study	The review process determined that the submission demonstrated how the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard. Foundation Studies The foundation studies element of the programme provides research-informed insights to support student teachers' understanding of the practices of teaching, learning and assessment for all pupils with research-informed practice across all education and discipline modules. The submission states that 'Foundation Studies encourage students to understand their school-based experiences in the context of a philosophical and sociological framework which highlight issues in relation to ethical behaviours, children's rights, inclusivity, mindsets, and the nature of education. Students critically integrate research and theoretical perspectives from all foundation disciplines into placement learning by reflecting on central educational issues and supporting professional judgements and actions with convincing argument.' The Panel is satisfied that Maynooth University demonstrated that the foundation studies element of the programme provides the basis of a strong professional ethic in teaching and learning, includes curriculum studies, the history and policy of education, philosophy of education, psychology of education, sociology of education, enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it, and explores key dimensions of the	Yes

professional context in which the thinking and actions of teachers are carried out.

Professional Studies

Maynooth University demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.

'Specific pedagogical practices in the teaching of literacy and numeracy are explored by students who attend MU through an experiential approach in the Language, Literacy, Mathematics and Scientific Enquiry modules and in the Teaching of Reading'.

The submission states:

'In addition to this, student-teachers' own competency is addressed in required modules in Gaeilge, English and mathematics necessary for their role in the teaching profession. In mathematics, student teachers develop competency and confidence in the use of relevant concepts, skills, and terminology in the competency module in first year and the problem-solving component of the Numeracy module in second year.'

The submission demonstrated how the programme ensures that opportunities shall be provided for students to experiment with and explore new and emerging technologies for teaching and learning throughout their initial teacher education.

The submission also demonstrated how the programme advances the communicative skills of student teachers and detailed how in Gaeilge and English, student teachers develop their communication, presentation skills, and grammatical accuracy across different language registers and genres.

'The dissertation, where student teachers as researchers enhance their skills as critical, reflective practitioners was highlighted in the submission as an example how the adaptive expertise is developed.'

Further, it demonstrated how the Professional Studies elements of the programme ensure that teaching itself is understood and practised as a form of self-critical learning by student teachers, with ample opportunities for individual and collaborative reflection, and engagement in and with research.

'Reflective practice is a core element across Professional Studies, with opportunities to reflect embedded across all modules. In addition to this, the following compulsory modules across the four years address reflective practice skills: Teacher as Learner (Y1); Social Construction of Identity (Y2); Teacher as Change Agent (Y3); and Challenges in Pupil Care (Y4). Within these modules, ample opportunities are afforded individual and collaborative reflection, through creative narrative approaches and engagement in and with research. In Year 4, students are supported to then apply their reflective skills to a research context, by designing and implementing a self-study action research project in a mainstream primary school classroom.'

School Placement

Maynooth University demonstrated how the school placement provides opportunities for student teachers to experience a high support/high challenge model of placement as placements are carefully scheduled throughout the academic year and are designed to give student teachers opportunities to integrate theory garnered in coursework with practice in a variety of settings. The MU submission indicates that students move seamlessly from college to school settings and back, ensuring that course work and practicum experiences are interwoven and complementary.

The review process determined that the submission demonstrated how student teachers engage in research on their own practice which demonstrates the connection between the sites of practice (University and school). The review process also demonstrated how student teachers plan for, and undertake, class teaching, learning and assessment using a wide range of strategies in a diversity of class settings and subject levels, establish classroom management strategies that support suitable and effective learning for all pupils and that promote and maintain positive behaviour; observe experienced teachers teaching; are involved in a wide range of school activities; reflect critically on their practice and programme of study and how both inform and shape each other; receive and respond to feedback on their practice, and identify areas for further professional learning for *Droichead*.

The MU approach is that

'on all placements, students are expected to undertake a wide range of observation and reflective tasks to inform their

	teaching. For example, in the final year of the programme, students are supported to become competent and confident practitioners of educational action research, through the completion of a classroom-based research project which involves a cyclical process of planning, educational intervention, and critical reflection. Students are supported to become effective action researchers through a specific module. This module covers topics such as the principles of action research, ethical considerations, critical reflection, researcher reflexivity, strategies for data collection and analysis, academic writing and many other topics designed to develop the necessary rigour required for enhancing practice through classroom-based research.' 'On each SP, students complete a range of reflective tasks including a Self-Appraisal document which form the basis for discussions with their HEI Placement Tutors. As part of their final year Placement Learning module, students identify their professional learning needs, recorded in Taisce, as they graduate and progress to the Droichead induction programme (Teaching Council, 2017).'	
1.1.7 Required Areas of Study	<u>B: Core elements of programmes of ITE</u> The review process determined that the submission demonstrated that the following elements underpin all aspects of the programme. 1. <u>Inclusive Education</u> The Panel noted that a range of mandatory, elective, and integrated modules in Inclusive Education are incorporated across the 4 years of the BEd programme, such that student teachers are equipped with the knowledge, competencies, attitudes, and values necessary to ensure inclusive practice across the primary-school curriculum. 'There are two compulsory modules: 'Including Every Child" (19 hours) in Year 2; and 'Including Every Child' (19 hours) in Year 3. These modules explore equality and rights issues underpinned by the United Nations Convention of the Rights of the Child (1989a) and the United Nations Convention on the Rights of Children with Disabilities (2008b) around policy, practice, and the realities of children who are marginalised in Ireland. Whilst neurodiversity is examined in these 'Including Every Child' modules, there are additional opportunities for extended learning through elective modules in Year 4 e.g., EDF487	Yes

'Dyslexia From a Holistic Lens' (18 hours). Integrated inputs (approx. 18 additional hours every year) take place in a variety of other subjects, such as Sociology of Education, Challenges in Pupil Care, Placement Learning, Assessment, and Philosophy with Children. Additionally, there is a focus on Assistive Technology and a Universal Design for Learning framework which support greater accessibility, flexibility, student voice, and choice, thus helping to level the playing field.'

'Student teachers also have a discrete placement in a special school or a special class within a mainstream setting as part of module EDF329. Finally, there is a Special Educational Needs Placement which aims to bridge the gap often cited between theory and practice. This includes a placement in the Special Education Department of partnering schools whereby student teachers develop student-support plans for children with SEN in a collaborative, agreed manner.'

2. <u>Global Citizenship Education</u>

The submission outlines a range of mandatory, elective, and integrated modules in Global Citizenship Education (GCE) which are incorporated across the 4 years of the BEd programme, such that student teachers are equipped with the knowledge, competencies, attitudes, and values necessary to integrate global and intercultural education across the primary-school curriculum.

'There are 2 compulsory modules: 'Global Citizenship Education 1' (9 hours) in Year 2; and 'Global Citizenship Education 2' (20 hours) in Y3. These modules explore global justice issues such as global inequality, aid/trade, poverty and hunger, interdependence, refugees, asylum and migration, stereotyping, racism, the experience of Irish Travellers, and activism. The elective EDF490, 'Journeys' (18 hours) in Y4, is framed within post-colonial theory and designed to interrogate complex global-justice issues through lenses of power, pedagogy, and praxis. Integrated inputs (approx. 14-18 additional hours every year) take place in a variety of other subjects, such as Sociology of Education, Challenges in Pupil Care, Placement Learning, Visual Art Education, and Philosophy with Children. Finally, strategic supports are in place to motivate students to explore GCE while on school placement. These include a targeted resource list, diverse picturebooks available on loan, and a visit to a partner school in Y3 where students are scaffolded to explore a 'controversial' global issue through station teaching.'

'Teacher educators in the Froebel Department are keenly aware about the tensions and complexities which may arise as White educators and researchers undertaking social-justice education with a predominantly privileged and White student cohort.'

3. Professional Relationships and Working with Parents

This core element of initial teacher education is covered through a range of compulsory modules on 'Personal and Professional Skills for Teaching and Learning' (PPSTL) which address developing professional relationships and working with parents across the 4 years of the BEd.
'In Year 1, EDF133 focuses on the advancement of the individual communicative skills of the student teacher in preparation for practice, in alignment with the BEd Year 1 theme, 'Teacher as Learner'. In Year 2, EDF234 introduces the establishment and cultivation of professional relationships with respect to co-teaching and planning with a peer and Treoraí. This work aligns with the Year 2 theme, 'Teacher and the Child', and is framed by the four ethical Teaching Council values of care, trust, respect, and integrity (Teaching Council, 2016). Thus, it integrates with school-placement module content (EDF227). Using a case study approach, student teachers are invited to critically reflect on the congruence of communication styles and strategies and the ethical values, featuring key stakeholders in children's education.'

4. Professional Identity and Agency

The MU submission clearly outlines how students are taught to value lifelong, autonomous, and self-directed learning and are expected to be active learners responsible for their own professional growth.

It states that

'Teacher Agency, Identity, and Lifelong Learning are incorporated into the programme through:

- Specific modules on reflective practice and identities

- Pedagogical approaches utilised on the programme

- The creation of a vibrant, supportive, and engaging ITE learning environment where student voice and opinion are valued and respected.

- High expectations of students on school placement

- Identification of future professional-learning needs following each school placement. Students participate in reflective learning circles, to self-evaluate, and to identify their future professional learning needs which they document in Taisce

- A well-structured School Placement Model, where students take on greater responsibility as they progress through the programme.'

5. Creativity and Reflective practice

The submission notes that Reflective Practice is recognised as a key tenet of the BEd programme and, as such, is embedded across the 4 years of the programme through a range of mandatory, elective, and integrated modules.

'This ensures student teachers are equipped with the knowledge, skills, attitudes, and values necessary to support them as reflective practitioners throughout their professional careers. There is one compulsory module 'Teacher as Learner' (12 hours) in Y1 that underpins the BEd programme through which reflective-writing skills are taught explicitly and dominant discourses in education are interrogated and discussed.'

6. Literacy and Numeracy

The programme aims to advance the communicative and mathematical skills of student teachers through Froebelian philosophy. Student teachers develop proficiency through attaining a high exit standard in each area and are afforded multiple opportunities to improve their skills and grow professionally as autonomous learners.

'Modules in Mathematics Competency, Cumas Na Gaeilge, and English Competency are designed to prepare student teachers to develop their own competencies holistically, as digital learners, in order to motivate and engage all pupils in both languages and understand the potential for integration of literacy and numeracy across the curriculum.'

7. Digital Skills

	An example of a specific module which focuses on the development of competency in digital skills identified by the Panel in the MU submission is

'EDF133 'Personal and Professional Skills for Teaching and Learning 1', where there are eleven dedicated hours for Y1 students to set up their Professional Portfolio (Teaching Council, 2011) which will enable them to link with their Taisce for the continuous professional learning to follow through to Droichead and Cosán (Teaching Council, 2016). They also begin using digital multimedia tools through an experiential-learning approach. Following the first two school-placement experiences, EDF229 'Curriculum and Methodologies 2' dedicates a lecture and follow-up seminar to analyse the theory of digital learning as pedagogy. In Y3, a number of elective modules take a closer look at learning with technology including EDF338 'Dissolving Boundaries through Technology in Education' where the students are tasked with facilitating a Teachmeet to provide a professional-learning opportunity for the wider student body and partners in education. Y4 students in the dedicated module EDF444 'Digital Learning Across the Curriculum' have a weekly workshop, taking place either side of their extended school placement, where they gain valuable opportunities to explore Assistive Technology (AT), coding applications, current digital storytelling tools, and Digital Safety to counter cyberbullying amongst relevant topics to prompt critical reflection and ready them for their teaching careers.' | |
| | **Primary requirements** | |
| 1.1.7 Required Areas of Study | Gaeilge

Tá muinín agus cumas le teanga na Gaeilge rí-thábhachtach agus is gné lárnach é seo de na modúil Ghaeilge ar an gcúrsa.

'Thar ceithre bliana, bíonn léachtaí i gCumas, Litríocht agus Modhanna Múinte na Gaeilge feistithe ag ionchuir teanga saibhir ó na léachtóirí agus teagascóirí éagsúla. Sna léachtaí, bíonn deis acu muinín agus cumas a fhorbairt i gcomhthéacsanna ina bhfuil an Ghaeilge in úsáid mar theanga chumarsáide an ranga agus ina mbíonn obair ghrúpa agus bheirte lárnach chomh maith le cur i láthair a dhéanamh'.

'Chomh maith leis na léachtaí thuasluaite, bíonn deiseanna eile ag na scoláirí a bheith ag plé le Gaeilge: mar shampla, ranganna uasoiliúna sa chéad agus sa dara bliain den chúrsa dóibh siúd gur mhaith leo tacaíocht sa bhreis i labhairt nó i scríobh na Gaeilge; | Yes |

		Standard addressed?
	ranganna teagaisc sa bhreis dóibh siúd a fhilleann ar an ollscoil agus easpa muiníne orthu tar éis socrúcháin scoile. Bíonn cúrsaí roghnacha sa cheathrú bliain atá dátheangach nó go hiomlán trí Ghaeilge, le cúrsa amháin a dhíríonn ar an nGaelscolaíocht.' 'Chun tacú le forbairt muiníne agus cumais na mac léinn leanann an cúrsa i gCumas na Gaeilge cur chuige forbartha atá i dtiúin leis an bhFráma Tagartha Comónta Eorpach (FTCE, CoE, 2020) ina bhfuil dul chun cinn á mheas ó bhliain go bliain.'	
	Early Childhood Education Built on Froebelian principles, the Froebel Department of Primary and Early Childhood Education is deeply committed to ensuring all student teachers become child-centred, play-based pedagogies. The submission highlights how 'methodology lectures focus on playful pedagogies, considered by Froebel to be most appropriate for early years, providing opportunities to draw together experience and learning (Tovey, 2012, Sahlberg and Doyle, 2019). Froebel's vehicle of instruction was play (Flood & Hardy, 2013); through which he believed all areas of development could be promoted.'	Yes
1.1.8 Learning and Assessment Strategies	The review process determined that the submission demonstrated how the principles, beliefs, and values about teaching, learning and assessment which are set out in the conceptual framework are evident in the teaching, learning and assessment modes used in the programme. It demonstrated the relationship (constructive alignment) between the learning opportunities and the assessment criteria which student teachers are expected to meet, and how the assessment processes and procedures are coherent and integrated using a variety of assessment modes.	Yes

Programme Resourcing

		Standard addressed?
1.2.2 Staffing	The review process determined that the submission demonstrated that the programme meets this standard by providing: • programme staff qualifications and experience • evidence that from May 2022 at least 50% of all School Placement Tutors are registered as teachers with the	Yes

	Teaching Council, with 60% of their existing staff registered with the Teaching Council.	
	It demonstrated the staff distribution mechanisms the University has in place to show that prior to qualification, while on school placement, a student teacher will be summatively assessed at least once by a registered teacher.	
	Maynooth University demonstrated that the current staff:student ratio is 12.4:1 from September 2022, thus meeting the SSR of 15:1.	
	Maynooth University demonstrated the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including that relating to reflective practice, research, curriculum development, inclusive education, and professional development.	
	The policy outlines the variety of assistance available to staff including its ongoing commitment to supporting academic staff to achieve doctoral qualifications. This is a particular challenge for programmes that require a combination of significant practitioner expertise together academic scholarship.	
1.2.3 Facilities	Maynooth University demonstrated that appropriate facilities are available to support research, teaching, and learning.	Yes
	A video of the dedicated child-centered spaces was provided to demonstrate the specific facilities on campus for initial teacher education students. The Panel commends the University for the provision of these dedicated spaces which enhance the learning environment for students, assist in preparing them for school placement and prepare them for their future role in developing children's learning in a variety of settings.	
1.2.4 Student Support and Guidance Systems	The review process determined that the submission demonstrated that the provisions are in place for the personal and social development and pastoral care of student teachers.	Yes, subject to requirement
	The University has a suite of supports in place for student teachers' personal and social development, and pastoral care needs. In particular, the Turn to Teaching programme was highlighted and commended by the Panel as a route to ITE.	
	In the review process Maynooth University demonstrated a commitment to how a student teacher might transfer to an alternative programme and carry credits in so doing. The Panel	

		Standard addressed?
	notes that there is active engagement with the Registrar on this matter and plans are being put in place for implementation in October 2022.	
1.2.5 Communication and Decision-making Structures	The review process determined that the submission demonstrated the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes. The University detailed the Education Department's current and ongoing representation on the University's Academic Council.	Yes
1.2.6 Financial Resources	Maynooth University demonstrated that the programme is adequately resourced to ensure that programme aims are met through student fee income and state grants. The Panel notes the commitment of the university to an additional staff member for the academic year 2022/2023.	Yes

School Placement

		Standard addressed?
1.3.1 A Shared Vision for School Placement	Maynooth University's school placement model supports the shared vision. The review process determined that the submission demonstrated that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners. 'The Froebel Department strives to develop relationships with partner schools with a view to ensuring that students are placed in settings where they can witness high-quality teaching. The key to strong partnerships is communication and reciprocity. Features of this partnership are: • Regular meetings with local principal focus groups. • HEI staff assigned to liaise with partnership schools. • Prior to each SP, schools and teachers receive comprehensive documentation outlining the requirements and expectations for placement. • Invitations to schools to avail of professional learning opportunities through on-site visits by Froebel subject specialists; sharing of research and pedagogical practices which focuses on the learning needs of pupils and teachers.	Yes

	• Invitations to conferences, seminars, webinars, teachmeets and researchmeets in the university. • Collaboration on educational projects in curriculum and associated areas. • Irish language classroom resource, Eleathanach, emailed weekly free of charge to all partner schools. • Promotion of professional dialogue between Treoraithe and HEI Placement Tutors. • School visits by the Director of School Placement to present on SP to teaching staff at Croke Park hours CPD.'	
1.3.2 Duration	The review process determined that the submission demonstrated that the duration of the school placement is in compliance with the Teaching Council's requirements and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard.	Yes
1.3.3 Elements of School Placement	The review process determined that the submission demonstrated that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the *Guidelines on School Placement.* This range of activities build progressively and so relate to and the stage the student teacher is at on the programme.	Yes
1.3.4 School Placement Models	The review process determined that the submission demonstrated that school placement models are developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement. The panel was impressed with the variety and coherence in the school placement models, particularly student teachers' engagement in working with experienced practitioners. 'Features of this partnership are: • Regular meetings with local principal focus groups. • HEI staff assigned to liaise with partnership schools. • Prior to each SP, schools and teachers receive comprehensive documentation outlining the requirements and expectations for placement. • Invitations to schools to avail of professional learning opportunities through on-site visits by Froebel subject specialists; sharing of research and pedagogical practices which focuses on the learning needs of pupils and teachers. • Invitations to conferences, seminars, webinars, teachmeets and researchmeets in the university. • Collaboration on educational projects in curriculum and associated areas.	Yes

	• Irish language classroom resource, Eleathanach, emailed weekly free of charge to all partner schools. • Promotion of professional dialogue between Treoraithe and HEI Placement Tutors. • School visits by the Director of School Placement to present on SP to teaching staff at Croke Park hours CPD.'	
1.3.5 Securing of Placement	The review process determined that the submission demonstrated that Maynooth University assumes overall responsibility for the placement of student teachers.	Yes
1.3.6 Diversity of Placement Settings	The review process determined that the submission demonstrated that the programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts, including Irish medium schools.	Yes
1.3.7 Taisce in School Placement	The review process determined that the submission provided evidence of the approaches Maynooth University is utilising to enable the student teacher to demonstrate, through the use of their Taisce, • an understanding of inclusive education as applicable to that context • an understanding of working with parents	Yes
1.3.8 Research in School Placement	Maynooth University demonstrated that the student teacher engages in research on their own practice that fosters the connection between the sites of practice during at least one school placement module. 'School Placements are sites of inquiry, reflection, and collaboration. The Action Research study undertaken by students as part of the extended school placement affords students the opportunity to conduct research on a specific concern or issue encountered in their own practice.'	Yes
1.3.9 School Placement: Evaluation and Assessment	The review process determined that the submission demonstrated all student teachers are supported and assessed by two or more Placement Tutors, and at least once by a registered teacher. It outlined the teaching enrichment and mentoring support offered to students who fail a module of school placement. 'Student teachers who fail a SP Module or who find it difficult to meet programme standards during placement are provided with a suite of tutorials on their return to college in a range of areas such as	Yes

| | • Behaviour Management
• Classroom Management
• File Preparation
• Voice Projection
• Classroom Presence
• Subject Content Knowledge

Students who fail a module of school placement are offered mentoring support through their Academic Tutor and HEI Placement Tutor, before being afforded one opportunity to repeat that placement, with due regard to the institution's fitness to practice code. They can also avail of the suite of tutorials outlined above.' | |

Recommendation

Having regard to the documentation that was submitted, the Panel adjudges that the programme meets the standards set down by the Teaching Council in *Céim: Standards for Initial Teacher Education*.

Accordingly, it recommends to the Teaching Council that the programme be granted accreditation subject to the following requirement:

Requirement

Matter	Requirement	Deadline
Exit Routes	The Teaching Council requires confirmation, on or before 30 November 2022, that the proposed exit routes from the B.Ed (Primary), as outlined in the letter dated 6 July 2022, have been approved by the Academic Council of Maynooth University.	30/11/2022

Appendix 1 - Review Panel Membership

Professor Anne O'Gara

Professor Anne O'Gara has had a long and varied career in Irish education. She was appointed President of Marino Institute of Education (MIE) in August 2006, having previously worked as a Primary Inspector with the Department of Education and Skills and taught for more than twenty years. She was awarded the title of Adjunct Professor in the School of Education, Trinity College Dublin (TCD) in recognition of her experience and leadership in the field of teacher education in Ireland. Nominated by the Minster of Education and Skills to The Teaching Council, Anne represented the primary colleges of education as a Council member from 2007-2012 and completed a second term on Council from 2016-2018. She continues to act as Chair of Review and Accreditation Panels for The Teaching Council, as required. Anne is currently Deputy Chair of the Board of Tusla, the Child and Family Agency, a Board member of The Ark and a member of the Early Learning and Care Qualifications Advisory Board.

Micheál Ó Gríofa
N.T. B.Arts, (NUI) H.Dip.in Education

A former primary teacher and primary school principal. Tutor on School Placement following retirement. Was elected by primary teachers in the Dublin constituency to the first Teaching Council in 2005 and served as a member of the Council until 2016. Member of Registration Committee, Investigation Committee and Chairperson of *An Chomhairle Mhúinteoireachta* 2012 to 2016.

Professor Christine Forde
Emeritus Professor, School of Education, University of Glasgow
Adjunct professor, NUI Galway

Professor Forde began her career as a primary teacher before moving into teacher education. She worked across initial teacher education and teacher professional learning including leadership development. Her research interests included leadership, professional learning and accomplished teaching and has published widely on these areas. Professor Forde continues to undertake doctoral supervision and research. Current research projects include social justice leadership, mentoring, middle leadership in schools, life histories and, governance in small systems. She is a Fellow of the International Professional Development Association and a life-time member of the Scottish Educational Research Association and received the Robert Owen Award for services to Scottish education in 2019.