

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

Name of HEI: **Hibernia College**

Name of Programme: **Professional Master of Education
(Post-primary)**

14 April 2023

Publication of this Report

The Teaching Council routinely makes information available to the public in relation to its functions and activities and, in line with that practice, this report will be available on the Council's website, www.teachingcouncil.ie.

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Programme Overview

This report relates to the review of the following programme provided by Hibernia College:

Professional Master of Education (Post-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.

Hibernia College submitted a completed pro forma, toolkits and appendices which mapped the programme against each of the standards outlined in *Céim: Standards for Initial Teacher Education*. The programme was reviewed by the Review Panel following the *Procedures*.

The Review Process

The review of the **Professional Master of Education (Post-primary)** at **Hibernia College** took place between October 2022 and April 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	The Council notified Hibernia College of its intention to review the Professional Master of Education (Post-primary), on 31 August 2021.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and Hibernia College on 20 September 2021 to provide an overview of the submission documentation and answer queries from Hibernia College.
Step 3 Submission of Pro Forma	Hibernia College sought to postpone the deadline for submission of the proforma and supporting documentation, which was duly granted by the Teaching Council. Hibernia College submitted the proforma and supporting documentation for the Professional Master of Education (Post-primary) on 14 October 2022.
Step 4 Desk-based Review	A desk-based review was conducted by the Council staff on 24 October 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 acting director, with Dr Mary Fleming as Chairperson and Ms Mary Dunne, Mr Ciarán Flynn and Professor Christine Forde as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	The review panel was supported in their role by Jean Harrington as rapporteur. The rapporteur's functions included liaison with Hibernia College, maintaining records of meetings, and drafting and finalising the panel's report in conjunction with the panel Chairperson. The panel was also supported in its deliberations by the Director of the Teaching Council and her executive staff nominees.
Step 6 Review panel meeting 1	The panel met on 25 January 2023 to consider the submission. They requested clarifications from Hibernia College on 7 February 2023. Hibernia College responded to this request on 24 February 2023.
Step 7 Engagement with HEI	The panel chairperson and rapporteur held a pre-meet with the Academic Dean on 9 February 2023 to discuss the personnel the panel wished to meet and to arrange a schedule for the site visit.

<p>Site Visit</p>	<p>The review panel conducted a site visit to Hibernia College on 16 March 2023. Discussions at the site visit were chaired by panel member Ciarán Flynn, as Dr Fleming was unable to attend. This was also attended by the rapporteur and Teaching Council staff.</p> <p>The following attended on behalf of Hibernia College:</p> <ul style="list-style-type: none"> • CEO • Academic Dean • Head of Digital Learning • CFO • Registrar • Head of IT • PME Primary Director • PME Post-primary Director • PME Primary Team • PME Post-primary Team • Sample of adjunct staff from each programme • School placement tutors • Treoraithe • Students and graduates
<p>Step 8 Review panel</p>	<p>The panel met to consider the clarifications and agree recommendations following the site visit.</p>
<p>Step 9 Reporting</p>	<p>The report was drafted and issued to the HEI for the 30-day feedback period.</p> <p>It was finalised when the final response was received from Hibernia College.</p>
<p>Step 10 Education Committee</p>	<p>The Chair will present the report at the next meeting of the Education Committee. They may decide to; accredit the programme, accredit the programme with requirements or not accredit the programme.</p>

Overall Findings

The Panel recognises and appreciates the professional and deep engagement of the Hibernia College Management, School of Education and members of the programme team with the accreditation process. The institutional level support and commitment to Initial Teacher Education (ITE) is significant, as is the clearly articulated vision for ITE as an integral entity in Hibernia College's provision.

The submitted documentation and the subsequent discussions at the onsite meeting in Hibernia College demonstrated that the programme's design is guided by a clear conceptual framework as well as considered integration of *Céim* standards. The conceptual framework delineates a set of principles that reflect the requirements of the ITE standards and current concerns in initial teacher education internationally. The entire approach to the management of the programme is admirably authentic and reflects understanding and recognition of the requirements for quality ITE provision.

In the College there is a strong emphasis on building the capacity and capabilities of staff to provide a high quality, research-informed postgraduate post-primary initial teacher education programme. The quality and standard of the blended learning facilities is impressive, as is the resource planning for the digital learning platform together with a significant investment in academic and technical staff to support professional learning.

The Panel observed impressive enthusiasm, passion and proactive engagement with the post-primary programme by members of staff at the site visit which was reinforced by the current students and recent graduates that the panel met. The programme demonstrates clear alignment with the student teacher's trajectory of learning and professional development as reflective practitioners. There is a clear focus on teacher identity and agency as the participants progress from student teacher to novice teacher.

Overall, the post-primary programme's design provides a solid foundation for the transition from student teacher to practicing teacher. The programme is research driven and led with a strong and consistent emphasis on enabling and supporting the student teacher as professional and evidence-based practitioner.

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The programme has been submitted for revalidation with QQI and has been approved subject to professional accreditation from the Teaching Council and adherence with any requirements. Once it has received professional accreditation from the Teaching Council, the QQI validation process will be finalised.	Yes
1.1.2 Conceptual Framework	<p>The review process determined that the conceptual framework is developed in the context of the provider's mission and ethos to:</p> <p>"Foster a love of learning in students in the pursuit of the values of justice, respect and integrity within an atmosphere of creativity, innovation and respect for diversity. The transformative nature of education in society is foundational to upholding the honour and dignity of the teaching profession."</p> <p>The review process determined that the submission demonstrated aligning practitioner forms of research such as action research and practitioner enquiry and reflection with the development of teacher agency (one of the four pillars).</p> <p>From the site visit, the evidence pointed to a developing holistic approach to research underpinning each of the four pillars in Initial Teacher Education.</p> <p>"Given that the contexts for teaching, learning and assessment at Hibernia College include virtual and physical spaces in which students and tutors participate and engage, particular attention has been paid to research that combines teaching and learning in blended learning environments."</p> <p>The submission demonstrated the core idea that being and becoming a teacher is a lifelong process involving knowledge and skills as well as the development of teacher voice and agency and a commitment to the needs of all learners.</p> <p>The application evidenced how the conceptual framework provides a rationale for the model of ITE which has been adopted.</p> <p>"All elements of the post-primary programme are theoretically informed and emphasise relevancy to real-world teaching and learning challenges. Students are</p>	Yes

	<p>scaffolded to build their capacity to teach as active, engaged and responsive citizens and foster these characteristics in pupils by engaging with relevant stakeholders and members of the community.”</p> <p>The application demonstrated how school placement is the fulcrum of the continuum of teacher education.</p> <p>“PMEPP116 Professional Practice and Inquiry: The Teacher as Researcher promotes a spiral approach to curriculum in that it supports students in identifying the connections across all modules on the programme and the application of theory to practice in classrooms and schools, whilst also recognising that school placement is the fulcrum of the continuum of teacher education.”</p> <p>The review process determined that the submission demonstrated that student teachers are given the opportunity to actively learn from practising teachers.</p> <p>“Student teachers also have direct access to practising teachers on the Curriculum, Pedagogy and Assessment modules, as all adjunct faculty teaching on this module are practising teachers.”</p>	
<p>1.1.3 Programme Aims</p>	<p>The review process determined that the submission clearly defined the aims of the programme, demonstrating how the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes.</p> <p>“The PME programme aims to prepare high-quality post-primary school teachers with the critical knowledge and appreciation of the discipline of education necessary to enter the teaching profession.”</p> <p>The application showed how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.</p> <p>In Professional Studies and subject specific modules of Curriculum Pedagogy and Assessment 1 and 2 “students are introduced to the broad scope of the curriculum at Junior and Senior Cycle and to national curriculum and subject-specific key documents.”</p> <p>The submission referenced how the seven core elements as set out in <i>Céim</i> are reflected in programme modules.</p> <p>The review process determined that the submission demonstrated that the programme will enable newly qualified teachers to facilitate quality teaching and learning for all pupils, how it prepares student teachers for teaching,</p>	<p>Yes</p>

	<p>learning, reflective practice, and assessment in their schools, and prepares them for entry to their professional role.</p> <p>“The PMEPP programme aims to situate students at the beginning of a lifelong engagement with professional development, which initialises the process of building on strong curricular, practice and research-based foundations and transferable skills.”</p> <p>The application demonstrated how the programme aims 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.</p> <p>Students engage in research on their own practice and “learn to reflect on how to actively sustain and improve the quality of their professional practice and knowledge throughout their career in order to provide continued high-quality educational experiences for all pupils.”</p>	
<p>1.1.4 Programme Duration & Balance</p>	<p>The review process determined that this consecutive programme meets the criterion of a minimum of two years duration, and how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure.</p> <p>Professional Master of Education (Post-primary) is a two year, 120 ECTS consecutive programme. It comprises 48 ECTS of School Placement, 60 ECTS of Foundation and Professional Studies and 12 ECTS dedicated to elective modules.</p> <p>“The sequence of each module through the programme aims to connect and integrate learning across the curriculum, interlinking theories with sites of practice and reflective skills.”</p> <p>The submission demonstrated that the programme is structured in a manner which ensures that there is a balance between all areas of study over the course of the two years.</p> <p>Hibernia College 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, enabling them to become responsible, trustworthy, and reflective practitioners who are prepared for life in the classroom.</p>	<p>Yes</p>

	<p>“The Professional Portfolio (Taisce) is a record, over time, of learning and ongoing professional development on the journey to becoming a post-primary teacher. Engaging in the process of portfolio-based eLearning will enable students to reflect on their professional and personal growth through the programme and will assist them in identifying, planning for and developing the attributes, knowledge, values and skills needed as professional practitioners.”</p>	
<p>1.1.6 Integration and Diversity of Programme Content</p>	<p>The submission established that foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice.</p> <p>The site visit demonstrated to the panel the importance the programme places on ‘hands-on learning’ in developing pedagogic practice.</p> <p>The panel acknowledges the strengths of digital learning and the opportunities provided for through collaborative learning and practice-based learning through the face-to-face teaching sessions as a critical element of the programme.</p> <p>“Foundations Studies is an integral component of the PMEPP programme in promoting understanding of the educational context including normative influences in educational thought and practice and provides one example of the integration and diversity of programme content.”</p> <p>The programme design follows a spiral learning approach with Foundation Studies being “integrated and interspersed with periods of professional studies and periods of school placement.”</p> <p>The application showed how the programme allows student teachers to experience a variety of teaching, learning and assessment modes and provides opportunities for individual and collective reflection.</p> <p>“The overall programme structure is designed to provide a range of integrated and complementary learning opportunities with diverse types of assessments, which support students in exploring, examining, analysing and critically evaluating theory, research, and practice to develop their professional knowledge, skills, and competencies.”</p> <p>Students participate in a variety of learning experiences and collaborative practice:</p> <p>“During face-to-face days as well as online lectures there is an emphasis on small group work where students are given</p>	<p>Yes</p>

	<p>an opportunity to engage in professional conversations and collaboration which not only deepen their learning in terms of the module content but also prepare and equip students with the skills and competencies needed to engage in professional and collaborative conversations as a member of the teaching profession.”</p>	
Aptitude Test	<p>Hibernia College 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.</p>	Yes
<u>1.1.7 Required Areas of Study</u>	<p>The review process determined that the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u> The programme provides research informed insights to support student teachers’ understanding of the practices of teaching, learning and assessment for all pupils, provides the basis of a strong professional ethic in teaching and learning and includes curriculum studies, the history and policy of education, philosophy of education, psychology of education and sociology of education.</p> <p>Foundation Studies modules “are interlinked and demonstrate a cross disciplinary team approach to planning and teaching. The interdisciplinary approach of modules allows for the fostering of values and a professional ethic which enables agentic practice and the development of both an individual and collective teacher identity.”</p> <p>The programme enhances students’ understanding of the Irish education system, locates it in context and enables students to think critically about it.</p> <p><u>Professional Studies</u> Hibernia College demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.</p> <p>“Professional Studies modules scaffold and support inclusive pedagogy and subject knowledge, along with classroom management and assessment practices.</p> <p>“Students are provided with opportunities to develop engaging subject-specific units of learning, lesson plans and resources that are aligned with curricula/specifications and that demonstrate connections between educational theory and practice.”</p>	Yes

	<p>The programme ensures that opportunities are provided for students to experiment with and explore “digital technologies that are available and how these can be used effectively for teaching, learning and assessment.”</p> <p>Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise.</p> <p>“Students develop a digital portfolio across Professional Studies modules and School Placement. The Professional Portfolio (Taisce) is a record, over time, of learning and ongoing professional development on the journey to becoming a post-primary teacher.”</p> <p><u>School Placement</u> Hibernia College demonstrated how the school placement model on the programme provide opportunities for student teachers to experience a high support/high challenge model of placement.</p> <p>Students are given the opportunity to observe experienced teachers and to plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels.</p> <p>“Students are required to design and teach daily lesson plans in their post-primary curricular subjects, demonstrating their knowledge of inclusion and diversity to promote active engagement of all pupils in the classroom.”</p> <p>The student teacher is encouraged to reflect critically on their practice and programme of study through their Taisce, reflecting on feedback and identifying areas for further professional learning for Droichead.</p> <p>The feedback received from school placements tutors after each placement “supports the learning in the Professional Portfolio in that it promotes the self-reflective practitioner on their professional learning journey and supports the student in identifying areas for further learning in the Droichead induction phase of the continuum.”</p> <p><u>Core elements of programmes of ITE</u> The review process determined that the following elements underpin all aspects of the programme.</p> <p>1. <u>Inclusive Education</u></p> <p>The submission demonstrated that inclusive education is an important aspect of the programme.</p>	
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	<p>“...the PMEPP programme places a strong focus on inclusion and diversity. Student teachers identify, reflect on and critically analyse inclusive teaching methods in Module 105: Curriculum, Pedagogy and Assessment 1 and Module 106: Curriculum, Pedagogy and Assessment 2. Students also study inclusive classroom practices as well as the implementation of a UDL framework in Module 114: Core Teaching Methodologies.”</p> <p>2. <u>Global Citizenship Education</u></p> <p>Hibernia College evidenced how global citizenship education, education for sustainable development, wellbeing (personal and community), social justice, interculturalism are integrated into the programme.</p> <p>The “PMEPP104 Inclusion, Diversity and Global Education” module “aims to provide students with a thorough and in-depth introduction to the policies, thinking and knowledge relating to inclusion, diversity and global citizenship. Students will explore research on inclusion, inclusive practices, Universal Design for Learning and global citizenship.”</p> <p>The submission also referenced two new elective modules that focus on wellbeing in post-primary schools and sustainable development education.</p> <p>3. <u>Professional Relationships and working with parents</u></p> <p>The application showed how the programme supports and encourages student teachers to establish working relationships with parents and other stakeholders in the education sphere.</p> <p>“A clear emphasis is placed across the programme on the critical importance of fostering mindsets and dispositions in learners which support professional and informed relationships with stakeholders. The significance of building the skills required to engage with stakeholders is evident across modules and has informed assessments.</p> <p>“Throughout the placements, students are expected to fully immerse themselves in the day-to-day activities in the school, which include experiences beyond the classroom also.”</p>	
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	<p>4. <u>Professional identity and agency</u></p> <p>The application demonstrated that the programme supports the development of the teacher as a self-reflective autonomous professional and a life-long learner.</p> <p>“Students are supported to develop teacher agency by immersing themselves in all aspects of school life, viewing themselves as innovative and reflective professionals, capable of supporting and contributing to the school community. Students also consider how to actively sustain and improve the quality of their professional practice and knowledge throughout their career in order to provide continued high-quality educational experiences for all pupils.”</p> <p>5. <u>Creativity and Reflective practice</u></p> <p>Hibernia College demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators and researchers:</p> <p>“The Conceptual Framework clearly states one of the aims of the programme is to equip the PMEPP students with the knowledge, creativity and reflective practice required to fulfil the primary role of the teacher — to educate.”</p> <p>“Across all School Experience and Professional Practice (SEPP) modules, students are required to complete both daily and weekly reflections on their ongoing professional practice.”</p> <p>6. <u>Literacy and Numeracy</u></p> <p>The programme design shows a commitment to enhance students’ own literacy and numeracy while also ensuring that they learn techniques to develop their future pupil’s literacy and numeracy skills in their future teaching careers.</p> <p>“Literacy and Numeracy are embedded across the programme through the programme and module learning outcomes.”</p> <p>During School Placement modules “the inclusion of appropriate subject-specific literacy and numeracy strategies are promoted as a foundation to the planning of the lesson.”</p>	
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	<p>7. <u>Digital Skills</u></p> <p>Hibernia College demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.</p> <p>In the elective “PMEPP113b: Digital Technology for Teaching and Learning” module, “Student teachers examine the opportunities and challenges associated with the integration of digital technologies into pedagogical practice and will develop their own digital capabilities.”</p> <p>There are a number of digital technologies used across the programme with the submission referencing students “Digital Portfolio” “MyHELMS, The Hibernia College’s Virtual Learning Environment’ and the “Hibernia College Cohort App” which allows students to “work, plan and reflect upon learning collaboratively.”</p>	
Post-primary: Curricular subject criteria registration requirements	The programme is Level 9 on the National Framework of Qualifications (NFQ). The entry selection processes are aligned with the Council’s curricular subject specific registration requirements.	Yes
	<p>The review process determined that the subject discipline components include subject specific curricular studies and pedagogies (methodologies).</p> <p>The Professional Master of Education Post-Primary offers subject specific curricular studies and pedagogies (methodologies) in 15 post-primary curricular subjects.</p>	
1.1.8 Learning and Assessment Strategies	<p>Hibernia College 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.</p> <p>Assessments include academic essays / reflective commentaries, critical examinations of lesson plans, posters/presentations/blogs, digital/concrete teaching resources and case studies.</p> <p>“All modules, including the Professional Practice and Inquiry: The Teacher as Researcher module, use formative work to</p>	Yes

	<p>promote student attainment of learning outcomes; tasks are staged to support progression and scaffold learning.”</p> <p>and</p> <p>“Students identify examples of formal, informal, formative, and summative assessment strategies and ways in which to utilise these in an inclusive classroom. Students explore the role of assessment in identifying student need and adapting teaching accordingly.”</p>	
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Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	<p>The review process determined that the programme meets this standard by providing:</p> <ul style="list-style-type: none"> • programme staff qualifications and experience • evidence that at least 50% of all School Placement Tutors are registered with the Teaching Council, with 95.6% of their existing placement tutors registered with the Teaching Council. <p>The application demonstrated the staff distribution mechanisms they have 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.</p> <p>It also demonstrated how the student: staff ratio of 15:1 is achieved, with the programme demonstrating a current ratio average of 14.26:1.</p> <p>Hibernia College evidenced the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including those relating to learning and development and continuing education.</p>	Yes
1.2.3 Facilities	<p>The application established that there are appropriate facilities available to support research and teaching and learning, providing the following: an online library, digital technology resources (for example MyHelms, Sharepoint & Cohort App) and classrooms with microteaching recording facilities.</p>	Yes
1.2.4 Student Support and Guidance Systems	<p>The submission demonstrated the provisions that are in place for the personal and social development and pastoral</p>	Yes

	<p>care of student teachers including a facility to book a one-to-one clinic with a dedicated Student Support Officer, a counselling service and an optional 6-week weekly wellness programme.</p> <p>Hibernia College confirmed that students who fail to complete all programme requirements will be entitled to a transcript of results which, depending on their intended future area of study, may be used as a means of seeking certain academic exemptions in the future.</p>	
1.2.5 Communication and Decision-making Structures	<p>The submission demonstrated the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes.</p> <p>“The Programme Board includes the programme management team, programme support team, members of faculty, adjunct faculty, students and other relevant stakeholders (for example, employers, placement providers, collaborating partners).</p> <p>“Overall academic development and control is vested in the Academic Board.”</p>	Yes
1.2.6 Financial Resources	<p>Hibernia College demonstrated that the programme is adequately resourced to ensure that programme aims are met.</p>	Yes

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	<p>The Hibernia College school placement model supports the shared vision for school placement. The review process determined that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners.</p> <p>“In addition to the high support model that we provide to student teachers before, during and after placement, there is a high level of ongoing professional collaboration with host schools, principals.”</p>	Yes
1.3.2 Duration	<p>The review process determined 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.</p>	Yes

	<p>“Over the course of the two-year programme, students complete 24 weeks of school placement and a minimum of 200 hours in line with Teaching Council requirements.”</p>	
1.3.3 Elements of School Placement	<p>School placement is very well structured, designed and supported within the post-primary programme. The placement handbooks for students, tutors and school personnel (Treoraithe and other personnel) provide focus clarity and consistency on each stakeholder’s requirements and responsibilities. The work to ensure quality and consistency in school placement is ongoing and includes the provision of webinars for school personnel, a new Treoraí Continuing Professional Development (CPD) micro-credential/e-badge course and CPD opportunities for school placement tutors at timely intervals.</p> <p>The application showed that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the Guidelines on School Placement and regarding the stage the student teacher is at on the programme.</p> <p>“In line with our spiral approach to curriculum, and to allow students embed theory into practice, school placement is interspersed across the programme.”</p>	Yes
1.3.4 School Placement Models	<p>The review process determined that school placement models are developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement.</p> <p>“Partnerships have been fostered and continue to develop with a diverse range of schools nationwide.”</p> <p>The submission detailed host school webinars, post placement surveys, enhanced communication measures, Treoraí handbooks and a new Treoraí Continuing Professional Development Course.</p> <p>“Treoraí are offered an opportunity to avail of this accessible online course which awards the participants with a micro-credential/e-badge.”</p>	Yes
1.3.5 Securing of Placement	<p>The review process determined that the submission demonstrated that Hibernia College assumes overall responsibility for the placement of student teachers.</p>	Yes

<p>1.3.6 Diversity of Placement Settings</p>	<p>The programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts.</p> <p>“Throughout the placements, students are expected to fully immerse themselves in the day-to-day activities in the school, which include experiences beyond the classroom.”</p>	<p>Yes</p>
<p>1.3.7 Taisce in School Placement</p>	<p>The submission provided evidence of the approaches Hibernia College is utilising to enable the student teacher to demonstrate, using their Taisce</p> <ul style="list-style-type: none"> • an understanding of inclusive education as applicable to that context • an understanding of working with parents <p>In semester 2 Year 1, students will include “samples of effective lessons that demonstrate UDL and inclusive practices” in their Taisce.</p> <p>Taisce is a core activity that underpins and threads across all aspects of the programme and particularly school placement. The professional identity and agency development of the student teacher is clearly articulated and demonstrated. Taisce supports and enables the student teachers’ incremental understanding and appreciation of the practice of teaching and the importance of reflection as a professional learning and developmental endeavour.</p>	<p>Yes</p>
<p>1.3.8 Research in School Placement</p>	<p>The review process determined that the student teacher engages in research on their own practice that demonstrates the connection between the sites of practice during at least one school placement module.</p> <p>Research development is enquiry led, embedded and opportunistic, and spans across many modules culminating with a final research dissertation. The dissertations cover a wide range of topics and the publication of the top student dissertations each year, adds to the significance of research in the programme and indeed, in the role of the teacher.</p> <p>In their final semester, students “reflect on practice and identify areas of professional development to be undertaken during Droichead.”</p>	<p>Yes</p>
<p>1.3.9 School Placement: Evaluation and Assessment</p>	<p>The submission demonstrated that 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</p>	<p>Yes</p>

	<p>students who are at risk of failing a module of school placement.</p> <p>“Any student who receives an unsatisfactory result on a visit is immediately allocated a Mentor School Placement Tutor who visits the student and provides targeted and specific support in areas for improvement.”</p>	
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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.

Appendix 1 - Review Panel Membership

Chair: **Dr Mary Fleming**

Dr Mary Fleming is Emeritus Senior Lecturer in NUI Galway. She was Head of the School of Education, NUI Galway from 2013-2016 and member of the Teaching Council 2016-2018. As Director Teacher Education within the School of Education from 2012, she had primary responsibility for the development and accreditation of Initial Teacher Education (ITE) Programmes and was academic Director of the Professional Master of Education. Mary lectured and taught modules in the areas of Leadership and Policy development, Curriculum Studies, and Professional Practice. Her research interest areas are concerned with the dynamics of teaching and learning within classrooms, leading learning and policy developments within the system and leadership practices within educational contexts.

Panel Member: **Ms Mary Dunne**

Mary Dunne's career has been spent entirely in the primary education sector. Initially as a teacher and later as a teaching principal in a multi-class school setting, teaching at all levels of primary school. During the launch and initial implementation of the *Primary School Curriculum* 1999, Mary worked as a facilitator with the Primary Curriculum Support Programme (PCSP), the school support service of the Department of Education. Following on from this, Mary joined the Primary School Inspectorate team, advising, evaluating, and reporting on the work of primary schools. As part of her responsibilities, Mary was nominated to work with the Teacher Education Section of the Department of Education, working closely with the section prior to her recent retirement, particularly in relation to the provision of professional development opportunities for teachers and leaders in primary schools.

Panel Member: **Mr Ciarán Flynn**

Ciarán Flynn, Educational Consultant, retired from his eight-year tenure as General Secretary of the Association of Community and Comprehensive Schools (ACCS), where he advised and supported the Boards of Management and Principals of the 96 post-primary schools in the Association. He acted as a Management nominee on the Teaching Council for a three-year term, chairing the Audit and Risk Committee. He chaired the joint research project of the Teaching Council and the Department of Education on "Teacher Supply" and chaired the Placement System Working Group.

He was Principal of Navan Community College and the founding Principal in 1994 of Ashbourne Community School. In his 30-year teaching career he worked in a number of Dublin and Meath schools as a Science and Career Guidance teacher, then as a Deputy Principal. He lectured on the M.Sc. in Educational Training and Management programme in DCU in areas such as Action Research and Leadership and supervising Masters students.

As an Educational Consultant he has worked for and with individual schools, regional and national educational bodies in carrying out investigations, supporting and promoting professional development.

Panel Member: **Professor Christine Forde**

Professor Christine 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.