An Chomhairle
Mhúinteoireachta
The Teaching Council

Final Report of the Review Panel to the Teaching Council following a review of the proposed Initial Teacher Education programmes at the University of Limerick

Masters in Education (Business)
Masters in Education (Languages)
Masters in Education (Music)
Masters in Education (Physical Education)
Masters in Education (Technology)
Masters in Education (Mathematics)

October 2014

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1. Background

1.1 The Teaching Council's Review and Accreditation Function

The Teaching Council is the statutory body charged with setting the standards for entry to the teaching profession and ensuring that these standards are upheld.

In accordance with Section 38 of the Teaching Council Act, 2001, the Council shall:

(a) review and accredit the programmes of teacher education and training provided by institutions of higher education and training in the State,

(b) review the standards of education and training appropriate to a person entering a programme of teacher education and training, and

(c) review the standards of knowledge, skill and competence required for the practice of teaching,

and shall advise the Minister and, as it considers appropriate, the institutions concerned.

The Teaching Council's role in relation to the review and accreditation of programmes of Initial Teacher Education (ITE) is distinct from the academic accreditation which programmes also undergo. Academic accreditation is based on the suitability of a programme for the award of a degree/diploma, whereas professional accreditation for any profession is a judgement as to whether a programme prepares one for entry into that profession.

The review and accreditation of programmes of ITE by the Teaching Council provides an opportunity for Higher Education Institutions (HEIs) to demonstrate that they offer quality programmes of teacher education. It is expected that the graduates of such programmes will achieve programme aims and learning outcomes which are aligned with the values, professional dispositions, and the standards of teaching, knowledge, skill and competence that are central to the practice of teaching.

1.2 Review and Accreditation Strategy

In order to guide its review of programmes, the Teaching Council has published *Initial Teacher Education: Strategy for the Review and Accreditation of Programmes* (hereinafter referred to as the Council's review strategy). That document sets out the process by which programmes are reviewed.

1.3 National Policy Framework

In carrying out reviews, the Council is mindful of its *Policy on the Continuum of Teacher Education* which sets out its vision for teacher education at all stages of the continuum – ITE, Induction, and Continuing Professional Development. Published in 2011, the policy highlights the evolving and dynamic context for teaching and the increasingly complex role of teachers in Ireland today. The policy states that "…the time is now right for a thorough and fresh look at teacher education to ensure that tomorrow's teachers are competent to meet the challenges that they face and are life-long learners, continually adapting over the course of their careers to enable them to support their students' learning." It further states that innovation, integration and improvement should underpin all stages of the continuum.

In parallel with the development by the Council of its *Policy on the Continuum of Teacher Education*, the Minister for Education and Skills initiated a national consultation process on the theme of improving literacy and numeracy. This culminated in 2011 with the publication of *Literacy and Numeracy for Learning and Life* as the national strategy to improve literacy and numeracy standards among children and young people in the education system. The strategy emphasised teachers' professional development and proposed that the duration of initial teacher education (ITE) programmes should be extended and that programme content should be reconceptualised.

1.4 Accreditation criteria

The Teaching Council, having established an Advisory Group on Initial Teacher Education, developed criteria to be observed and guidelines to be followed by providers in reconceptualising programmes of initial teacher education at primary and post-primary levels. They were approved by the Council and published in June 2011 as *Initial Teacher Education: Criteria and Guidelines for Programme Providers* (hereinafter referred to as the Council's criteria). These relate to a range of areas, including programme design, areas of study, the duration of programmes, the numbers and qualifications of staff, facilities and resources. As such, they form the bridge between the Council's policy and the development and implementation of reconceptualised programmes. Significantly, the criteria:

- prescribe those areas of study which will be mandatory in programmes, including numeracy and literacy, behaviour management, parents in education, ICT and inclusive education
- set out for the first time the expected learning outcomes for graduates of all ITE programmes
- propose raising the minimum requirements for persons entering programmes of ITE at primary level and a literacy and numeracy admissions test for mature entrants
- require a 15:1 student-staff ratio

- call for the development of new and innovative school placement models, involving active collaboration between HEIs and schools, and an enhanced role for the teaching profession in the provision of structured support for student teachers
- require that student teachers should spend at least 25% of the programme on school placement, and that such placements should be in a minimum of two schools
- require increased emphasis on research, portfolio work and other strategic priorities.

While recognising the inter-related nature of all aspects of programmes of teacher education, the criteria and guidelines are categorised under Inputs, Processes and Outcomes. All three dimensions have an important bearing on the quality of teacher education. The required Inputs and Outcomes are clearly elaborated in the document, while the Processes are less prescriptive to allow HEIs the freedom to develop the processes which best suit their individual situations.

In 2012, the Council published its *Guidelines on School Placement* as an addendum to its accreditation criteria. These guidelines provide a clear blueprint for all involved in facilitating quality school placement experiences and act as an important point of reference for the Council's review panels and the HEIs with whom they engage.

Providers of existing programmes have been asked to reconceptualise their programmes in line with the revised criteria and to submit them for accreditation.

1.5 Particular requirements for post-primary programmes

In November 2011, the Council published *Teaching Council Requirements for Entry onto a Programme of Initial Teacher Education,* which set out the Council's revised subject criteria in draft form. Following a wide ranging consultation process involving all the major education stakeholders, a final set of proposals were developed. These were approved by Council in December 2012, and the Minister for Education and Skills has conveyed his agreement with the Council's views in this area. They have guided providers of post-primary concurrent programmes in determining the subject content coverage which is appropriate. They also guide providers of post-primary consecutive programmes in determining suitability of entrants and which curricular subjects entrants can ultimately be registered to teach. They will also guide providers of such consecutive programmes in matching students appropriately to methodology modules.

1.6 Programme overview

This report relates to the review of the following six Masters in Education programmes provided by the University of Limerick, hereinafter referred to as 'the programmes'.

The Professional Master of Education programmes are 120 European Credit Transfer and Accumulation System (ECTS) credit, full-time programmes each of which is offered over two years and prepares appropriately qualified graduates who have met the subject-related registration requirements of the Teaching Council to teach the following subjects in post-primary schools to Higher Leaving Certificate Level:

- ➢ Masters in Education (Business)
- ➢ Masters in Education (Languages)
- ➢ Masters in Education (Music)
- ➢ Masters in Education (Physical Education)
- ➢ Masters in Education (Technology)
- ➢ Masters in Education (Mathematics)

Programme title	Professional qualification in
Professional Master of Education (Business)	Business, Economics, Accounting
Professional Master of Education (Languages)	French, German, Irish, Japanese, Spanish.
Professional Master of Education (Mathematics)	Mathematics
Professional Master of Education (Music)	Music
Professional Master of Education(Physical Education)	Physical Education
Professional Master of Education (Technology)	Engineering, Construction Studies, Design & Communication Graphics and Technology

The origins of the programmes date back to 1982 with the establishment of the one-year Graduate Diploma in Education (Business), and from the late 1990s onwards a graduate dipoma (designated PDE) in music, languages, technology, mathematics teaching and physical education were introduced. The programmes under review have been devised through a reconceptualisation of these one-year, consecutive model diplomas.

Following discussions with the panel, the programmes now comprise three components:

- – Educational Studies (60 ECTS credits)
- – School Placement (48 ECTS credits, including an agreed transfer of 12 ECTS credits from discipline specific in the *Pro Forma*)
- – Discipline Specific (12 ECTS credits)

Across the six programmes,UL will accept a total approximate annual intake of 86 students. That is:

- Masters in Education (Business) 20
- Masters in Education (Languages) 18
- Masters in Education (Mathematics) 12
- Masters in Education (Music) 12
- Masters in Education (Physical Education) 12
- Masters in Education (Technology) 12

Students across the suite of programmes will follow a common core of Foundation Studies/ Professional Studies and School Placement and will separate from their counterparts only when they focus on their own particular discipline.

2. *The Review Process*

As part of the ongoing process of review by the Teaching Council, on 28 January, 2014, the Chairperson, Professor Coolahan met with the Chairpersons of two other review panels and their Rapporteurs, for the primary purpose of identifying commonalities of judgement and refining reporting conventions and procedures. The review of the UL Masters in Education programmes followed in May to July 2014, in accordance with the Council's review strategy. 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 John Coolahan as Chairperson.[1] To assist and support the work of the panel, Dr Patrick O'Connor was appointed as Rapporteur. His functions included liaison with the University of Limerick (hereinafter referred to as UL), 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 and staff of the Teaching Council.

Documentation relating to the application was submitted to the Teaching Council by UL in September 2013. The panel met initially on 13 May 2014 and following its discussions and reflections, it conveyed to UL a range of issues which concerned it, together with a number of matters on which it sought clarification. On receipt of the UL response the panel met again on 20 June and arising from its deliberations a further communication was sent to UL on matters that continued to be of concern. The panel considered the UL response to this, a meeting with UL staff members followed, in the University, on 10 July and the discussion focussed on the agenda furnished by the panel. Arising from this, in

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[1] Details of the Review Panel membership are included in Appendix I

the following days UL presented an explanatory document that outlined in some detail how the college would address particular issues of concern to the panel and undertook to incorporate all the amendments which had been agreed in previous communications, and at these discussions, in an updated *Pro Forma* to be submitted to the Teaching Council.

3. *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.

4. *Documentation*

The documentation submitted by UL was in general accordance with the template provided by the Teaching Council in the Pro Forma and Guidelines which accompany the Council's review strategy. Key areas of focus were:

4.1 *Inputs*

- Conceptual Framework
- The Programme
- Programme Aims
- Programme Design
- Areas of Study
- Teaching, Learning and Assessment Strategies
- School Placement
- The Duration and Nature of the Programme
- Staffing
- Facilities
- Student Support and Guidance Systems
- Communication and Decision-Making Structures
- Financial Resources

4.2 *Processes*

- Teaching, Learning and Assessment Approaches
- Engagement of Student Teachers with the Programme
- Engagement of Student Teachers with Staff and with other Student Teachers
- Progression within the Programme
- Personal and Social Development
- Development of Professional Attitudes, Values and Dispositions
- Lifelong Learning
- Reflective Processes

4.3 Outcomes

- Knowledge-Breadth/Knowledge-Kind
- Know-How & Skill-Range/Know-How & Skill-Selectivity
- Competence-Context/Competence-Role
- Competence-Learning to Learn
- Competence-Insight

5. Overall Findings

Having regard to the documentation that was initially submitted, together with the supplementary documentation that was provided in response to the panel's queries, and discussions with programme staff, the panel adjudges that the programmes satisfy the criteria set down by the Teaching Council in its *Criteria and Guidelines* and the methodology and other entry requirements set down in its curricular subject requirements. Accordingly, it recommends to the Teaching Council that the programmes be granted accreditation, subject to the stipulation which is set out in Section 8 (see below).

The commendations in Section 6 below relate to areas of particular strength which the panel has identified.

With regard to the recommendations in Section 7, the panel submits that the Teaching Council should require UL to set out, within twelve months of receiving the final review report, its detailed proposals for implementing the recommendations. It further recommends that the Teaching Council should prioritise those areas to be accorded particular attention when the programmes fall due for re-accreditation.

The stipulation in Section 8 relates to an area which the panel believes to be of such strategic importance to the programmes that accreditation should be subject to that stipulation being met. Therefore, the panel recommends that the Teaching Council should require UL to address the matters in that stipulation not later than one month following receipt of the the final review report.

In the case of the national issues raised in Section 9 of this report, the panel recommends that the Council engage in dialogue on those issues at national level.

In view of the reconceptualisation of the new programmes with regard to content and processes, the panel recommends that UL submits a progress report to the Teaching Council in Spring 2016, prior to a third cohort of students being admitted to the two-year programmes. The Teaching Council should check that all programme commitments are

being fulfilled prior to extending approval of programme accreditation.

Therefore, the panel proposes that accreditation of the programmes would have a lifespan of two years, with a further three years accreditation to be approved subject to the Council's satisfaction with the progress report referenced above.

6. *Commendations*

Having regard to:

1. the *Pro Forma* and supplementary documentation which was submitted
2. information gleaned during the visit to UL and meeting on 10 July 2014

the panel has noted a number of particular strengths of the programme, as follows:

6.1 Engagement with the review process

The panel is impressed by the high level of commitment of UL staff members to the programmes and and commends them for their professionalism and co-operative approach to the review. A deep interest in their areas of expertise was evident in the course of our meeting and programme staff at all levels clearly approached the review as a valuable opportunity for them to collectively reflect on all aspects of the programmes. All of this, together with a clear determination to foster and maintain a high level of inter-faculty collaboration, provides assurance that its graduates will be well positioned to become professional and higly valued members of school communities. Further, the panel appreciates the readiness of UL staff to clarify, amend and develop its *Pro Forma* in the light of panel queries and concerns expressed both in correspondence over the course of a number of weeks and at the meeting with them.

6.2 Inputs

6.2.1   Conceptual framework

The panel is impressed with the conceptual framework that provides a detailed theoretical overview of the philosophy and rationale for the programmes and maps on to the core values set out in the Teaching Council Code of Professional Conduct for Teachers. Informed by recent theoretical and research findings in teacher education, the college articulates an integrated approach to learning that aims to develop the student's professional capacity through inquiry, research and constructive learning experiences.

6.2.2   School Placement

The panel acknowledges that the school placement element of the programmes is given due prominence and particularly commends the successful integration of generic and subject support mechanisms. The detailed outline of the organisational and assessment arrangements demonstrates that an appropriate emphasis is placed on giving the student teacher the lenses, tools, knowledge, skills and competence to integrate theory with practice. Preparation for the school experience begins in the first semester with the admirable Student Teachers Active Reflection on Teaching (START) initiative that involves small group teaching and the execution of 'mini' lessons with micro-teaching as a fundamental feature. As the programme unfolds, the student is provided with ample

opportunities to observe experienced teachers, and when undertaking direct teaching themselves they are supported by two experienced placement tutors. These maintain a close relationship with the student throughout the experience, and afterwards too when systematic debriefing and positive analysis of progress feature strongly . The school placement handbook guides all aspects of the student's experience and the panel notes with approval the wide range of assessment templates that facilitate a vital consistency of assessment procedures and judgements.

6.2.3 Collaborative nature of programmes
The panel commends UL for the the collaborative nature of the six programmes. With a strong inter-faculty dimension that sees an involvement of the Department of Education and Professional Studies and academic departments with an expertise in the given disciplinary area, the collaborative approach extends beyond the delivery of modules to all aspects of the programme to school placement, professional portfolios and to the integration of such cross-cutting themes as ICT, literacy/numeracy and development education.

6.2.4 Staff development
The panel welcomes UL's recognition of the centrality of staff professional development to the provision of a high quality learning experience for students. It is noted with satisfaction that there are progressive development programmes and opportunities for staff to develop their knowledge and skills, and in this regard the panel wishes in particular to acknowledge the work in the area of developing staff pedagogical competence undertaken in the Centre for Teaching and Learning.

6.2.5 Literacy and numeracy
The panel welcomes the Department's assertion that literacy and numeracy development is one of its central aims. The establishment of the Literacy Link team gives witness to UL's commitment to the development of the generic literacy skills necessary for professional educators, and a key focus across programmes will be the development of strategies and methodologies for teaching literacy to post-primary students within a whole school literacy framework and within each subject area. In respect of numeracy it is a requirement of the programmes that students be given ample opportunity to deepen their understanding of numeracy in their day to day affairs. In practice, this will see them devising schemes of work that exemplify the numeracy skills that are integral to life in the twenty-first century - and to their own employability as teachers. To that end, mathematics will be particularly supported by two modules and is planned to feature prominently in the teaching of all six programmes.

6.2.6 ICT
ICT is embedded in the delivery of the programmes and used to effect in building capacity to promote student and, in turn, pupil learning. Learning Management Systems (e.g.

Moodle and *Sulis*) are deployed to provide access to notes, readings and supporting documentation and online discussions between tutors and students. Students are encourage to reflect on the value of ICT in supporting teaching and learning and are provided with opportunities to learn about the use and evaluation of ICT and digital media in developing learning.

6.2.7 Facilities

The panel is impressed by the wide range of facilities available on campus to the Masters students and staff. Of particular note is the *Teaching Resource Collection* in the Glucksman Library, the Educational Technology Centre, the Languages Resource Area, the National Centre for Excellence in Mathematics and Science Teaching and Learning, the Irish World Academy of Music and Dance and the world class University Arena and adjacent sporting facilities that are available on a regular basis to the department. In no small way, all these offer the potential of a considerable enhancement of the student teacher's learning experience.

6.2.8 Staff/ student ratio

The panel commends the college for its determination to meet Council guidelines in respect of staff/ student ratios and welcomes the recent appointment of a professor of Initial Teacher Education and three lecturers which will secure the 15:1 target.

7. Recommendations

Having regard to:

a) the *Pro Forma* documentation which was submitted
b) the supplementary documentation that was provided pursuant to exchanges with the panel
c) information gleaned during the visit to UL and the meeting on 10 July 2014, and
d) subsequent engagement with programme staff and changes that arose from the panel's observations

the panel has noted the following matters in relation to the programme which it considers should be developed. They are as follows:

7.1 Inputs

7.1.1   HEI-School Partnership

The panel views the partnership approach that has been cultivated between UL and its placement schools as nationally important, and its potential as an exemplifier of good practice merits wider recognition. In particular, it notes with approval the *Partnership in Learning between University and School* (PLUS) initiative and the memorandum of understanding that has been drawn up with co-operating schools. The panel recommends that the Department of Education and Professional Practice at UL continues to systematically develop and expand upon this initiative as part of a developmental process that will gainfully include a research dimension between themselves and the schools.

7.1.2   School placement

While the panel acknowledges that the minimum 100 hours of direct teaching experience will be met and that indeed a significant number of additional hours are allocated above minimum, it recommends that the college works purposefully towards achieving the Teaching Council's desired target of 200-250 hours for all programmes.

7.1.3   Focus on the Junior Cycle Student Award skills

The introduction of the *Junior Cycle Student Award* with its focus on deeper learning and building key skills for life will present a considerable challenge to the student teacher and, accordingly, the panel recommends that a developing awareness of how its demands may be addressed be given a higher measure of prominence on the programmes.

7.2 Title of programme

The panel notes that the title of the programme - Professional Master of Education

(Technology) – has the potential to confuse, as it references one of the Leaving Certificate subjects which the programme prepares students to teach, and excludes the others. It is recommended that the programme title be reviewed and amended by the university, in consultation with the Teaching Council, to reflect more accurately the course content.

8. *Stipulations*

Having regard to:

a) the *Pro Forma* documentation which was submitted
b) the supplementary documentation that was provided pursuant to exchanges with the panel
c) information gleaned during the visit to UL College and the meeting on 10 July 2014, and
d) subsequent engagement with programme staff and changes that arose from the panel's observations

the panel has noted the following matter in relation to   the programmes which it considers must be addressed to the satisfaction of the Council as a matter of priority, and not later than one month from receipt of the final report:

8.1 Agreed Final Text

That adjustments to its *Pro Forma* submission agreed to following the range of concerns and queries conveyed in writing by the panel and during the discussions at the visit of panel members to UL be incorporated into a new text and submitted to the Teaching Council as the final text in relation to the programmes, with changes highlighted for ease of reference.

9. *National Issues*

Having regard to:

1. the Pro Forma documentation which was submitted
2. the revised submission and the supplementary material which was submitted and
3. information gleaned during the visit to UL and the meeting and subsequent engagement with programme staff

the panel has noted the following issues which it believes merit further attention by the Teaching Council and/or other national stakeholders.

9.1 *Teacher Supply*
The panel recognises the importance of national deliberations in relation to the issue of teacher supply. In that context, it recommends that:

- the Council continue to facilitate the national deliberation and decision-making, in association with all the relevant stakeholders, with particular reference to the rationalisation of the supply of post-primary subject methodologies across institutions

9.2 *Junior Cycle reform*
In the context of the proposed changes to the Junior Cycle programme, and of international best practice, all teacher education programmes should be required to make visible their approach to curriculum design and assessment. In practical terms, this requires a greater emphasis on the processes by which curriculum is designed, the theory and practice of formative and summative assessment, the provision of reading lists that reflect the main influences on this curricular change and the the uses and limitations of testing. Arising from this, the Teaching Council's criteria and associated *Pro Forma* and Guidelines should be kept under review, having regard to the evolving context for the Junior Cycle.

9.3 *School placement*
a) Further to the development of *Guidelines on School Placement*, 1st Edition (2013), that Council, in conjunction with the Department of Education and Skills, support, encourages and facilitate schools to work in co-operation with HEIs , in the implementation of the vision and the processes for appropriate school placements, as set out in the *Draft Guidelines*.

b) The panel recommends that Council and the NCCA clarify the role of the student teacher in school based assessment following junior cycle reform.

9.4 Resource Data presentation

The panel suggests that Council develop a template for the presentation of the resource data which will facilitate evaluation of the human and financial resources i) required, and ii) committed, for the delivery and support of programmes proposed for accreditation.

In particular, the panel recommends that additional data be required in pro forma documentation regarding the key characteristics of the academic staffing for ITE programmes that have a direct qualitative impact on the standards and coherence of such programmes. The panel suggests data relating to the levels of relevant academic qualifications of staff, the extent of recent relevant classroom experience and the balance of full-time, multi-annual contracts with part-time annual or sessional contracts be required in pro-forma submissions.

Appendix 1 - Review Panel Membership

Chair – Professor John Coolahan.

Dr John Coolahan is Professor Emeritus at the National University of Ireland, Maynooth. He has had extensive involvement in public service, advising the Department of Education and Skills on educational policy and development in Ireland since 1991. In 2007, he produced a position paper for the Teaching Council on "*Thinking and Policies Relating to Teacher Education in Ireland*". He is a former President of the Educational Studies Association of Ireland and former Academic Chairman of the Association for Teacher Education in Europe. He is a co-founder of SCoTENS (Standing Conference on Teacher Education, North and South). He has previously chaired nine review panels on behalf of the Teaching Council.

Teacher Educator – Professor Harry McMahon.

Dr Harry McMahon is Professor Emeritus at the University of Ulster where he was Head of School of Education Studies. Dr McMahon was previously an external examiner at University College Dublin, University College Cork, NUI Maynooth and NUI Galway at both MEd and PhD levels. He is a co-founder with Professor John Coolahan of SCoTENS, (Standing Conference on Teacher Education, North and South).

Teaching Council Member – Ms Lily Cronin

Lily Cronin is in her third term as a Teaching Council member, having been re-elected to the Teaching Council in the Connacht/Munster/Ulster, Voluntary (post-primary) constituency. Prior to her retirement in 2013, Lily was a Science and Biology Teacher at Mercy Mount Hawk in Tralee with thirty-five years' experience of classroom methodology and management. She also has considerable experience of the Council's Review and Accreditation process, having already served on four review panels for the Council, namely, the panels which reviewed the Bachelor of Science (Education) in Physics and Chemistry in UL in 2010, Postgraduate Diploma in Education in NUI Maynooth in 2011, the HDip in Art for Art and Design Teachers in LIT in 2011 and the Bachelor of Education (Hons) Sports Studies and Physical Education in UCC in 2014

DES Inspector – Dr Kevin McCarthy

Dr Kevin McCarthy is a senior Inspector who has worked with the DES since 2001, specialising in History and citizenship education. He is currently attached to the Department's Curriculum and Assessment Policy unit. He taught English and History at post-primary level for twenty years and authored a number of school textbooks in that time. A graduate of UCC, his doctorate, in modern history, is also from UCC and focused on the role of Olympism in developing Irish nationalism and national identity prior to independence.

Rapporteur – Dr Patrick O'Connor

Dr Patrick O'Connor was an inspector with the DES for over thirty years. During this time he worked on the development of whole school evaluation, and when attached to the policy unit was centrally involved in the monitoring of teacher education. For over ten years he was editor of the DES academic journal *Oideas*. A former primary school principal and associate lecturer on the OU MA (Ed), he is a graduate of St Patrick's College, Drumcondra, and UCD, he holds masters degrees in Education from UCC and OU, and his OU doctorate focussed on school inspection.

Appendix 2 - Programme staff who attended meeting on 10 July 2014

Dr Oliver McGarr, Head of Department, Education and Professional Studies

Dr Ray Lynch, Joint course director of PME (Technology), Department of Education and Professional Studies

Dr Niall Seery, Joint course director of PME (Technology), Department of Design and Manufacturing Technology

Mary Masterson, course director of PME (Languages), Department of Education and Professional Studies

Ger Slattery, course director of PME (Business), Department of Education and Professional Studies

Dr Emmanuel O'Grady, School placement development officer (PME), Department of Education and Professional Studies

Prof Paul Conway, Professor of Initial Teacher Education, Department of Education and Professional Studies

Dr Melissa Parker, course director of PME (Physical Education), Department of Physical Education and Sport Sciences

Jean Downey, course director of PME (Music), Irish World Academy of Music and Dance

Carmel Hinchion, PME programme coordinator, Department of Education and Professional Studies