

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

Name of HEI: **Marino Institute of Education**

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

Date: 6 November 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](http://www.teachingcouncil.ie).

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# Programme Overview

This report relates to the review of the following programme provided by Marino Institute of Education:

**Bachelor in 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.

Marino Institute of Education 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 **Bachelor in Education (Primary)** at **Marino Institute of Education** took place between March 2023 and October 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

<b>Step 1 Notification</b>	The Council notified Marino Institute of Education of its intention to review the Bachelor in Education (Primary) on 26 October 2022.
<b>Step 2 Preliminary Meeting</b>	A preliminary meeting was held between the Council executive staff and Marino Institute of Education on 18 November 2022 to provide an overview of the submission documentation and answer queries from Marino Institute of Education.
<b>Step 3 Submission of Pro Forma</b>	Marino Institute of Education submitted the proforma and supporting documentation for the Bachelor in Education (Primary) on 24 March 2023.
<b>Step 4 Desk-based Review</b>	A desk-based review was completed by the Council staff on 5 April 2023.
<b>Step 5 Appointment of Review Panel</b>	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 Jim Deegan as Chairperson and Mr Micheál Ó Gríofa and Dr Claire Connolly as panel members. The panel was briefed by Teaching Council staff.
<b>Rapporteur</b>	<p>The review panel was supported in their role by Jean Harrington as rapporteur.</p> <p>The rapporteur's functions included liaison with Marino Institute of Education (MIE), 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.</p>
<b>Step 6 Review panel meeting 1</b>	The panel met on 28 June 2023 to consider the submission. They requested clarifications from Marino Institute of Education on 12 July 2023. Marino Institute of Education responded to this request on 12 July 2023.

<p>Step 7 Engagement with HEI</p>	<p>The panel chairperson and Teaching Council staff held a pre-meet with the President of MIE to discuss the personnel the panel wished to meet and to arrange a schedule for the site visit.</p>
<p>Site Visit</p>	<p>The review panel conducted a site visit to Marino Institute of Education on 21 September 2023. This was also attended by the rapporteur and Teaching Council staff.</p> <p>The following attended on behalf of Marino Institute of Education:</p> <ul style="list-style-type: none"> <li>• President MIE</li> <li>• VPAA/Registrar</li> <li>• VPAA/Education &amp; Strategic Development</li> <li>• CFO and VP Professional Services</li> <li>• Dean of Education/Curriculum &amp; Development</li> <li>• Dean of Education/Policy, Practice &amp; Society</li> <li>• Programme Team B.Ed</li> <li>• Programme Team Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht)</li> <li>• Programme Team PME (Primary)</li> <li>• SP Coordinator and SP Tutors and Principals</li> <li>• Current students and recent graduates</li> </ul>
<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 Marino Institute of Education.</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 was impressed with the deep commitment of the staff and the high quality of the B.Ed programme in MIE. The Panel appreciated the positive engagement of the participants during the review process and the site visit.

The submission demonstrated how the programme fully and comprehensively coheres with *Céim: Standards for Initial Teacher Education*, highlighting the intersections of programme design, resourcing and placement with professional values, skills and practice, and knowledge and understanding.

The submission exemplifies the approach taken by MIE to meet students where they are, at the beginning of their ITE journey. This allows students to experience the practice of beginning teacher competences in carefully measured and incremental steps, and links interactively with the methodology and processes of the Approximations of Practice (AoP) approach. This is a distinctive approach to critical thinking and is designed to give student teachers opportunities to try out parts of teaching in lower-stakes, supportive settings, where they can receive feedback from teacher educators and peers on their performance. Staff who engaged with these practices discussed the beneficial 'spinoffs' of these practices in other modules. The work has significant potential for the further development of AoP approaches in relation to a variety of methods of teaching, learning, and assessment.

A number of fruitful engagements with key stakeholders across the education continuum, locally, nationally and internationally, are also evidenced in the documentation.

## Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The programme received academic accreditation prior to being submitted to the Teaching Council for professional accreditation and is in line with the Council's Registration Regulations 2016.	Yes
1.1.2 Conceptual Framework	<p>The review process determined that the programme is supported by a clearly defined conceptual framework.</p> <p>'In line with the <i>Céim Standards of Initial Teacher Education (2020)</i>, MIE is committed to facilitating quality teaching and learning for all pupils by providing a consistently high standard of initial teacher education (both consecutive and concurrent). Teaching is a highly valued and 'highly esteemed profession' (Clarke &amp; O'Doherty, 2021, p.69), and we take seriously our responsibility to challenge STs and ensure they reach their full potential (Sahlberg, 2019).'</p> <p>In the submission, Marino Institute of Education (MIE) demonstrated how the conceptual framework is developed in the context of the providers' mission and ethos and how it is informed by research and the Council's <i>Policy on the Continuum of Teacher Education</i>.</p> <p>The application evidenced how the conceptual framework provides a rationale for the model of ITE which has been adopted.</p> <p>'This concurrent programme provides formative support for students' personal and professional development recognising that many STs, have just completed Leaving Certificate, are still exploring what it is to be an autonomous adult with rights and responsibilities, and are discovering their own strengths and interests.'</p> <p>The review process determined that the submission demonstrated that school placement is at the fulcrum of the continuum of teacher education.</p> <p>The application evidenced how key themes are revisited over the programme.</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>'Practising teachers provide guest lectures on B.Ed. modules such as Professional Studies, SESE, P.E., Gaelige and Early Childhood Education. The practising teachers collaborate with academic staff to plan these</p>	Yes

	<p>sessions. The role of practising teachers is to share their first-hand professional experience and to ensure that students can adapt their learning to the live classroom environment.'</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 programme learning outcomes are centred on four pillars:  (1) Teacher as instructional manager;  (2) Teacher as caring and moral person;  (3) Teacher as generous expert learner and researcher;  and  (4) Teacher as cultural and civic person.  These are conceptually-split with reference to learning, teaching, reflection, assessment, and inquiry and are organised with reference to a spiral curriculum approach. These conceptual markers are rendered explicitly throughout the documentation and specified in course handbooks. These learning outcomes compare positively with the literature and discourses of current national and international ITE programmes.</p> <p>'The B.Ed. programme aims are a synthesis of the programme learning outcomes and are coded hereunder to identify the connection between individual programme learning outcomes and Conway's four roles of the teacher (2009).'</p> <p>The review process determined that the submission demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.</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, learning, reflective practice, and assessment in their schools, and prepares them for entry to their professional role.</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>'The programme aims to prepare teachers who make professional decisions with agency and confidence,</p>	<p>Yes</p>



	using the skills, knowledge and understanding developed during their initial teacher education as a foundation, and who continue to learn and develop as trusted professionals.'	
1.1.4 Programme Duration & Balance	<p>The review process determined that this concurrent programme meets the criterion of a minimum of four 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>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 four years.</p> <p>Marino Institute of Education 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>The Panel is 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.</p> <p>'In recognition of student teachers as lifelong learners and future Treoraí, students are afforded numerous opportunities to engage in professional conversations, and critical reflection on practice during their initial teacher education.'</p>	Yes
1.1.5 Tréimhse Foghlama sa Ghaeltacht	<p>The programme provides for an immersive educational experience through the medium of Irish in a Gaeltacht setting of a minimum of four weeks duration.</p> <p>'Students are prepared for their Tréimhsí Foghlama sa Ghaeltacht; they are informed of the immersive nature of the Gaeltacht programmes and how they may derive maximum benefit from them. Na Tréimhsí Foghlama sa Ghaeltacht are an integral part of the ITE programme. They build on and complement the content of modules taken in MIE in 'Irish', 'Irish Methods', and 'Teaching Through the Medium of Irish, Language and Culture.' Careful planning ensures that no unnecessary repetition of content covered in MIE occurs during Na Tréimhsí Foghlama sa Ghaeltacht.'</p> <p>The review process determined that the programme provides opportunities for student teachers to</p>	Yes

	<p>meaningfully integrate their experience into their learning in the HEI.</p> <p>'Student teachers can apply for a scholarship (valued at €1000) to complete their spring placement in a Gaeltacht school (B.Ed.2). The scholarship aims to encourage students to engage in a Gaeltacht placement, improve their competence and ability to teach through Irish, and enhance their awareness of different dialects and Gaeltacht culture.'</p>	
1.1.6 Integration and Diversity of Programme Content	<p>Marino Institute of Education has demonstrated that foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice; that the programme design follows a spiral learning approach, and that the programme allows student teachers to experience a variety of teaching, learning and assessment modes whilst providing for small group work and tutorials.</p> <p>Students engage in reflective activities and are given opportunities for individual and collective reflection.</p> <p>Two innovative, creative and high leverage practices included in the documentation are Approximations of Practice and the Post-placement Interview. These are cornerstone teaching and learning practices in the programme. They work interactively as key variables in a highly developed, supportive and positive SP process.</p> <p>'The module on <i>Equality Studies</i>, a foundation disciplines module, addresses educational challenges and opportunities in contemporary Ireland and assists students in developing knowledge and competencies relevant to intercultural education, global citizenship education, and educational disadvantage. Drawing on these three fields, it promotes and fosters an interdisciplinary appreciation of equality/equity issues both locally and globally.'</p>	Yes
Aptitude Test	Marino Institute of Education 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
<u>1.1.7 Required Areas of Study</u>	<p>The review process determined that the Foundation Studies, Professional Studies &amp; School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u></p>	Yes

	<p>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, 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>The programme 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 professional context in which the thinking and actions of teachers are carried out.</p> <p>'Within the context of the Foundations of Education suite of modules the Sociology of Education module content is selected and prepared with reference to other Foundations modules (Psychology of Education, History and Policy of Education, Philosophy of Education and Curriculum Studies) and linkages and connections are identified across modules of the B.Ed. programme iteratively and using a constructivist approach. This enables STs to recognise Sociology as part of a tapestry of cornerstone foundation modules which fundamentally inform the totality of their practice and of their formation as newly qualified teachers.'</p> <p><u>Professional Studies</u> Marino Institute of Education demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.</p> <p>'Student teachers develop their communicative skills through activities such as task-based learning, dialogic learning, Socratic seminars (Mercer, 2007; Alexander, 2018), process approaches to writing instruction, workshop models (Writing, Readers &amp; Language), reciprocal teaching practices (e.g., Literature Circles, Accountable Talk and Scaffolded Talk) and "Think-Alouds." These agentic, interactive approaches to learning afford students opportunities for self-critical learning, collaborative learning, and peer feedback.'</p> <p>The programme ensures that opportunities are provided for students to experiment with and explore new and emerging technologies for teaching and learning and that their communication skills are advanced.</p> <p>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</p>	
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	<p>for individual and collaborative reflection, and engagement in and with research.</p> <p><u>School Placement</u>  Marino Institute of Education demonstrated how the school placement model on the programme provides opportunities for student teachers to experience a high support/high challenge model of placement:</p> <p>‘School Placement (SP) is critical for the growth of professional competence of the student teacher and is at the core of the teacher education programme (Tillema, 2007). SP is supported by dedicated Professional Studies modules (B.Ed.1-4), which prepares STs for the curriculum requirements of the forthcoming placement, and highlight the professional standards expected to ensure that they are best placed to reach their potential during SP.’</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>‘In advance of each SP, STs undertake a set number of observation days so that they are familiar with the class setting and classroom practices. Observing an experienced teacher in their everyday practice enables STs to become familiar with the classroom environment. STs are given clear guidance on how to become active and skilled observers. They are introduced to observation through watching and analysing video clips of classrooms as part of the <i>Professional Studies</i> (B.Ed.1-4) and <i>Teaching and Learning</i> (B.Ed.1, B.Ed.3) modules.’</p> <p>The student teacher will be 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>Underpinning the concepts of learning about teaching and learning for teaching is a progression along a critical reflection continuum, with increasing levels of complexity and criticality across the duration of the programme. Students spoke about the value of having a thesis wrapped around their own teaching and learning research interests. Students also spoke about the quality of the research supervision that helped them to conceptualise, develop, enact and bring the thesis project to completion.</p>	
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	<p>‘Reflection takes place through a variety of media including self-reflection, dialogue with peers and the creation of e-Portfolios. The relationship between theory and practice is consolidated by linking aspects of taught courses with specific placements via reflective practice.’</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>A number of examples of culturally-relevant and responsive teaching and learning in relation to inclusive education, global citizenship education, and sustainable education were evidenced across the full scope and sequence of the programme, including local, national and international engagements and projects with schools, communities, and broader society.</p> <p><u>1. Inclusive Education</u></p> <p>The submission demonstrated that inclusive education is an important aspect of the programme.</p> <p>‘The B.Ed. programme aims to generate learning that facilitates students to become inclusive educators. Each module is underpinned by theoretical, historical and philosophical considerations of inclusive education.</p> <p>Projects such as TOBAR focus on the inclusion of students from the Irish Traveller community in ITE programmes and demonstrates the commitment of MIE to inclusive social justice.’</p> <p>All student teachers engage in a Special Education placement in B.Ed.2.</p> <p><u>2. Global Citizenship Education</u></p> <p>Marino Institute of Education evidenced how global citizenship education, education for sustainable development, wellbeing (personal and community), social justice, interculturalism are integrated into the programme.</p> <p>‘Global Citizenship Education is evident across the B.Ed. programme both implicitly across and within modules and also in discrete and specific modules.’</p> <p>‘Equality Studies, <i>The World in the Classroom, Sociology and Philosophical and Historical Understandings</i> (B.Ed.1), provide a unique and powerful set of tools and theories to objectively explore educational systems and to consider and raise questions about educational practices, policies, and</p>	
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developments (Lauder, Brown and Halsey, 2009; Wain, 2018). Through engagement at an intellectual and emotional level with concepts of equity, disadvantage, and global development, STs' understanding and appreciation of schools as organisations is deepened and enhanced.'

### 3. Professional Relationships and working with parents

The review process determined that the submission evidenced how the programme supports and encourages student teachers to establish working relationships with parents and other stakeholders in the education sphere.

'The core element of Professional Relationships and Working with Parents permeates all four years of the B.Ed. degree and students are encouraged and supported to make connections between this element and other key elements within the totality of the programme. Student learning is incremental and develops and progresses in line with their teacher education trajectory.'

### 4. Professional identity and agency

The application demonstrated how the programme supports the development of the teacher as a self-reflective autonomous professional and a life-long learner.

'Teacher agency is recognised as a crucial element in shaping teachers' professional identities (Eteläpelto et al., 2013) and in developing their decision-making (Sannino, 2010). Cognisant of how teacher motivation and sustainability in the profession is enhanced by reflection on one's own professional identity (Wang & Zhang, 2021), the programme promotes a praxis of student teacher as moral practitioner, emphasising how teachers' belief systems impact and influence their professional practice.'

'Goodwin (2020) reminds us how the collective agency and communal power of teachers can have a strong impact on teaching and learning. This collective efficacy is realised through multiple levels of agency from the individual agency of the teacher which is driven by their mind-set and values to the agency of the system in which they work (Correll, 2017).'

### 5. Creativity and Reflective practice

Marino Institute of Education demonstrated how the programme fosters a creative mindset among student

	<p>teachers as reflective practitioners, innovators and researchers:</p> <p>‘Reflecting the key principles and competencies underpinning the Primary Curriculum Framework (2023), creativity is embedded across the B.Ed. programme while STs’ creative mindsets are fostered, and creative processes are explored in discrete modules.’</p> <p>‘Professional Studies modules (B.Ed.1-4) encourage STs to engage in reflective thinking and practice, and to examine reflective frameworks. STs reflect on their practice throughout SP through written evaluations and their Taisce. STs are also required to reflect on their practice with their SP tutor and to set learning goals for themselves based on self-reflections. STs present their self-reflections of ASP during post-placement interviews (B.Ed.4).’</p> <p><u>6. 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 pupils’ literacy and numeracy skills in their future teaching careers.</p> <p>‘A key focus in literacy lectures on the B.Ed. programme is on implementing the Primary Language Curriculum (PLC) and, while students receive separate input in English and Gaeilge, integrated approaches to language learning are also fostered and modelled during lectures. The development of literacy is approached from the perspectives of the competence of the ST and the competence of the child being taught. The practical delivery of literacy instruction is also a focus through the planning for and assessment of literacy during school placement.</p> <p>‘From the outset, STs on the B.Ed. programme are afforded the opportunity to evaluate their own mathematical knowledge and understanding using feedback from a mathematics assessment administered at the beginning of B.Ed.1. Based on this assessment, students carry out an initial evaluation of their own knowledge, identify their strengths and weaknesses in relation to primary mathematics content and plan for their own development in relation to competency in primary mathematics. In Maths Methods (B.Ed.1-3) STs’ attention is drawn to complexities associated with each topic being explored.’</p>	
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	<p><u>7. Digital Skills</u></p> <p>Marino Institute of Education demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.</p> <p>'Reflective of the new competencies within the Draft Primary Curriculum (2020), all students are taught to become 'curious, creative, confident and critical users of digital technology'. Students are also required to demonstrate proficiency in digital skills (Teaching Council, 2020). Within the B.Ed. programme, two discrete modules focus on enabling STs to develop digital skills.'</p>	
1.1.7 Primary Programme Requirements	<p>Gaeilge</p> <p>The submission demonstrated how the programme develops students' confidence and competence in Irish.</p> <p>'Within the broader contexts of language maintenance, revitalisation and use, schools have an important role to play in the early transmission of minority or minoritized languages (Thomas &amp; Dunne, 2022). Cognisant of the especially important role that primary teachers have in teaching Irish to young learners, the B.Ed. programme prioritises the development of STs' content, attitude and pedagogical knowledge in relation to Gaeilge.</p> <p>'Student Teachers are supported in developing confidence and competence in written and oral Irish related to the classroom, so that they can teach Gaeilge, and other subjects, through the medium of Gaeilge effectively and creatively in the primary school and use Irish informally outside of the Irish lesson with children and other members of the school community.'</p>	Yes
1.1.7 Primary Programme Requirements	<p>Early Childhood Education</p> <p>The submission showed how early childhood education modules on the programme explore the relationship between young children's (birth to six years) development and learning.</p> <p>'The study of Early Childhood Education explores the relationship between young children's development and their learning. This exploration is primarily conducted in the context of a discrete module on Early Childhood Education (B.Ed.3). This module aligns with the early years' focus of school placement. Early Childhood Education also forms an integral element of all mandatory curriculum methodological modules across the programme.'</p>	Yes



<p>1.1.8 Learning and Assessment Strategies</p>	<p>In the submission, Marino Institute of Education 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>Student teachers are introduced to a wide variety of assessment modes.</p> <p>'Conway's (2009) roles of the teacher, reconceptualised within the B.Ed. Conceptual Framework, include considerations of assessment. The teacher is expected to be able to engage in planning for assessment, to be able to identify, devise and select suitable formative and summative assessment strategies and to keep abreast with new knowledge about assessment. The programme provides opportunities for students to learn about assessment in primary school in a focused way through the Curriculum and Assessment (B.Ed.2) module and across the programme as part of modules such as Early Childhood Education (B.Ed.2), Inclusion and Special Educational Needs (B.Ed.2) and Mathematics (B.Ed.3).'</p> <p>'While PSTs are learning about the use of assessment with pupils, they are also engaging in modes of formative, summative and continuous assessment as learners. Modelling a varied, dynamic, and research-informed approach to assessment is essential, not only to support the diverse needs of STs and pupils in the classroom, but also to develop a nuanced understanding of assessment design.'</p>	<p>Yes</p>
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## Programme Resourcing

	Comment	Standard addressed?
<p>1.2.2 Staffing</p>	<p>The review process determined that the programme meets this standard by providing:</p> <ul style="list-style-type: none"> <li>• programme staff qualifications and experience</li> <li>• evidence that from September 2022 at least 50% of all School Placement Tutors are registered as teachers with the Teaching Council, with 82% of their existing placement tutors registered with the Teaching Council.</li> </ul>	<p>Yes</p>

	<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 14.55:1.</p> <p>Marino Institute of Education 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>	
1.2.3 Facilities	<p>The application established that there are appropriate facilities available to support research and teaching and learning, providing the following: a library with reading rooms, individual and group study spaces and a helpdesk, digital technology resources, microteaching facilities and other specialist facilities, along with outdoor and play spaces.</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 care of student teachers.</p> <p>‘Students are supported personally and socially by professional, academic and administration staff. Meitheal is a cross-institutional committee which coordinates all student supports to maximise impact and minimise overlap.</p> <p>‘A reciprocal arrangement exists where MIE students may join clubs and societies in TCD and TCD students may join clubs and societies in MIE.’</p> <p>‘A student who has successfully completed three years of their B.Ed. degree may apply to exit the programme with a level 7 degree.</p> <p>‘Alternatively, a B.Ed. student may apply to transfer to another undergraduate programme within the Institute, such as the Bachelor in Science (Education Studies), the Bachelor in Science (Early Childhood Education) and the Bachelor in Education (Irish language-medium).’</p>	Yes
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>‘Staff and students are represented on all programme boards, Academic Council and on Governing Body.</p>	Yes

	They can influence courses through expressing their views at programme board meetings.'	
1.2.6 Financial Resources	The review process determined that the programme is adequately resourced to ensure that programme aims are met.	Yes

## School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	<p>The Marino Institute of Education 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>'A strong School-HEI partnership is sustained through open communication and regular engagement with schools for research projects, guest presentations and review processes; invitations to in-person and virtual events; engagement with union and management bodies, and above all a shared commitment to quality teaching and learning.'</p>	Yes
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 of 30 weeks, with 33.2 weeks of placement and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard.	Yes
1.3.3 Elements of School Placement	<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>The Panel was very impressed with the clarity and relevance of the SP-related documentation, the SP Handbook and the related policies, notably the Attendance Policy and, the Mentoring Programme for students who have had difficulty and require support. Other examples of this high-quality provision included the coherent approach to SP supervision, most notably, the CPD for SP Tutors and the extensive grade descriptors alongside comprehensive information provided to Tutors, as well as schools. The responses of Treoraí, School Principals, and current students and graduates to the SP administration, organization and</p>	Yes

	communication were categorical and positive.	
1.3.4 School Placement Models	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.	Yes
1.3.5 Securing of Placement	The review process determined that the submission demonstrated that Marino Institute of Education assumes overall responsibility for the placement of student teachers.	Yes
1.3.6 Diversity of Placement Settings	The programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts.	Yes
1.3.7 Taisce in School Placement	<p>The submission provided evidence of the approaches Marino Institute of Education is utilising to enable the student teacher to demonstrate, using their Taisce</p> <ul style="list-style-type: none"> <li>• an understanding of inclusive education as applicable to that context</li> <li>• an understanding of working with parents</li> </ul> <p>Examples of working with parents as part of the wider circle of professional relationships inherent in ITE, including pupils, peers, external agencies, and others, is evidenced in the submission and was positively discussed by Module Leaders, SP Tutors, and School Principals in meetings during the site visit.</p>	Yes
1.3.8 Research in School Placement	<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>A noteworthy feature of the thesis structure and content is the use of a fifth chapter which allows a student to move beyond a theoretical exploration of an educational issue to the implications of their findings for their own practice during their SP and then to reflect on this recursively in the additional post-SP chapter.</p>	Yes
1.3.9 School Placement: Evaluation and Assessment	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 students who fail a module of school placement.	Yes

	<p>The Post-Placement Interview is a distinctive feature of the SP experience and is used as a substantive component of the assessment process. More specifically, the interview is designed to help students articulate linkages between theory and practice, campus and placement, and personal and professional development experiences. The PPI has significant potential for helping students recursively and reflexively bring together discourse, practice, reflection and criticality.</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: Professor Jim Deegan**

Jim Deegan is Emeritus Professor of Education and Founding Head of Graduate School, Research and Graduate School, Mary Immaculate College, Limerick, and a former Associate Professor of Teacher Education, University of Georgia, Athens. He is the recipient of a number of awards for teaching excellence, including the D. Keith Osborn Award in recognition of superior teaching evaluations from students, peers and alumni at UGA. He has been a keynote/invited speaker at meetings of the EU Ireland Presidency, the Royal Irish Academy, and the Standing Conference on Teacher Education-North and South. He has served as research supervisor on 40 masters/doctoral thesis projects in the USA and Ireland. He is a former Director of the Structured PhD (Education) and the International Research Methods Summer School at MIC. His research on re-imagining teaching and teacher education has been published in *Teaching and Teacher Education*, *Teaching Education*, and *Teacher Education Quarterly*.

**Panel Member: Mr Micheál Ó Gríofa**

Micheál Ó Gríofa is a former primary teacher and primary school principal. He was a School Placement tutor following retirement. In 2005 he 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. He served as a member of the Registration Committee, Investigation Committee and Chairperson of An Chomhairle Mhúinteoireachta from 2012 to 2016.

**Panel Member: Dr Claire Connolly**

Claire Connolly is the School Experience Co-ordinator at St Mary's University College (SMUCB), Belfast. Prior to working in Initial Teacher Education, she worked in primary schools in both Northern Ireland and Texas. She has extensive experience in designing and evaluating policies and procedures to ensure the quality of teacher education programmes in SMUCB. Claire has been involved in organising North/South Student Teacher Exchanges over the last twenty years which has allowed her to work with, and learn from, School Placement Coordinators, students, placement tutors and Treoraí. She has been an external examiner for several Initial Teacher Education programmes in both Ireland and Scotland. She has extensive knowledge of the Teaching Council's review and accreditation role, having previously served on review panels for the Council.