

*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 Through
the Medium of Irish (Primary Teaching) / Baitsiléir san
Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht)**

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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 Marino Institute of Education:

Bachelor in Education Through the Medium of Irish (Primary Teaching) / Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht), 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 Through the Medium of Irish (Primary Teaching) / Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht)** 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*.

<p>Step 1 Notification</p>	<p>The Council notified Marino Institute of Education of its intention to review the Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht) on 26 October 2022.</p>
<p>Step 2 Preliminary Meeting</p>	<p>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.</p>
<p>Step 3 Submission of Pro Forma</p>	<p>Marino Institute of Education submitted the proforma and supporting documentation for the Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht) on 24 March 2023.</p>
<p>Step 4 Desk-based Review</p>	<p>A desk-based review was completed by the Council staff on 5 April 2023.</p>
<p>Step 5 Appointment of Review Panel</p>	<p>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.</p>
<p>Rapporteur</p>	<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>
<p>Step 6 Review panel meeting 1</p>	<p>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>

<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"> • President MIE • VPAA/Registrar • VPAA/Education & Strategic Development • CFO and VP Professional Service • Dean of Education/Curriculum & Development • Dean of Education/Policy, Practice & Society • Programme Team B.Ed • Programme Team Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht) • Programme Team PME (Primary) • SP Coordinator and SP Tutors and Principals • Current students and recent 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 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 ITE programmes in MIE. The Panel appreciated the positive engagement of the participants during the review process and the site visit for the Baitsiléir san Oideachas trí mheán na Gaeilge (Bunmhúinteoireacht) (B.Oid) programme.

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 documentation on teaching and learning 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 was 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.

An indicative example of the potential of this programme at international level is evident in the links that have been developed with students in Welsh-medium ITE and a collaboratively designed handbook for teachers on translanguaging by Bangor University and MIE which serves as a core text on the Language Studies module.

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 the application, 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>'The ethical values of knowledge, skill and competence underpinned by respect, care, integrity, and trust (Teaching Council, 2016), resonate in Marino Institute of Education's (MIE) Mission Statement and Guiding Principles and MIE Strategic Plan 2021-2026. These values are echoed in the four dimensions of teachers' practice which underpin the Irish-medium Bachelor in Education (B.Oid.) conceptual framework; <i>the teacher as instructional manager, caring person, generous expert, and cultural and civic being</i> (Conway et al., 2009). In the B.Oid., Conway et al.'s, (2009) model has been updated to include a fifth key role for STs as an Expert Irish-Language-Immersion practitioner (Ó Duibhir and Harris, 2011; Ó Ceallaigh and Ó Laoire, 2016), in the acknowledgement that the programme prepares them for the sociolinguistic context of Irish-medium education as outlined in the <i>Policy for Gaeltacht Education (2017-2022)</i>.'</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 B.Oid. programme content is designed to enable STs to develop an identity as an immersion practitioner (Leavy et al., 2018), to acquire the relevant content and pedagogical knowledge to teach Irish (Ní Dhíorbháin, 2018), and to address the opportunities and challenges</p>	Yes

	<p>of teaching in a minority language context (Thomas and Dunne, 2022).'</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.Oid. modules including Professional Studies, SESE, P.E., Gaeilge and Early Childhood Education in collaboration with academic staff. The role of practising teachers is to share their professional experience e.g. multi-grade classes in Gaeltacht schools, working with Cúntóirí Teanga, encouraging parental involvement in Irish-medium education, content and language integrated learning, and to ensure that students can adapt their learning to the live classroom environment.'</p>	
1.1.3 Programme Aims	<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 5 pillars:</p> <ul style="list-style-type: none"> (1) Teacher as instructional manager; (2) Teacher as caring and moral person; (3) Teacher as generous expert learner and researcher; <p>and</p> <ul style="list-style-type: none"> (4) Teacher as cultural and civic person, the 4 pillars used in the B.Ed and PME programmes, with the notable addition of a programme-specific fifth pillar in the case of B.Oid: "Teacher as expert Irish - Language - Immersion practitioner" An Múinteoir mar Chleachtóir Saineolach ar Thumoideachas Gaeilge. <p>These variables of learning 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. The conceptual markers and associated learning outcomes compare positively with the literature and discourses of current national and international ITE programmes.</p> <p>'The B.Oid. programme aims are a synthesis of the programme learning outcomes, coded hereunder to identify their connection to individual programme learning outcomes which are underpinned by the five roles of the teacher (adapted from Conway et al., 2009).'</p>	Yes

	<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 B.Oid. programme was designed in 2018 aligned to the Policy for Gaeltacht Education (2017-2022) and the 20-Year Strategy for the Irish Language (2010-2030). In response to the Literacy and Numeracy Strategy (2011) and the Primary Language Curriculum (2019), STs have been afforded the opportunity to enhance their own knowledge of language structures, and an integrated approach to language teaching, and develop their language skills across all four years of the B.Oid. programme to attain a C1 level of proficiency (Common European Framework of Reference - CEFRL).'</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>'MIE prioritise projects and initiatives that achieve a more egalitarian, compassionate and equitable society (2021-2026). The principles of Universal Design for Learning (UDL) are integrated throughout the B.Oid. to cater for the diversity of learners in classrooms, and our STs. A national collaborative project relating to teaching Irish through a UDL approach is currently underway in MIE and Mary Immaculate College, sponsored by An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta.'</p>	
<p>1.1.4 Programme Duration & Balance</p>	<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>Yes</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>	
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>The review process determined that the programme provides opportunities for student teachers to meaningfully integrate their experience into their learning in the HEI.</p> <p>'Before the students go to Gaeltacht the students are prepared by MIE for the learning experience on which they are embarking. They are informed of the immersive nature of the Na Tréimhsí Foghlama sa Ghaeltacht 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. It is seen to that no unnecessary over-repetition of content covered in MIE occurs on Na Tréimhsí Foghlama sa Ghaeltacht.'</p>	Yes
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</p>	Yes

	<p>a highly developed, supportive and positive school placement process.</p> <p>'Global Citizenship Education, Social Justice and Intercultural Education are core themes embedded across the B.Oid. programme, particularly in modules Equality Studies (B.Oid.1), Language Studies (B.Oid. 2), Sociology of Education and Sociolinguistics (B.Oid. 3), and SESE (B.Oid.1,3). These modules help STs to cultivate a professional identity that is underpinned by a rich understanding of cultural context (Walsh, 2011), cultivating a self-awareness, positionality, and conceptual lens through which STs can view teaching and learning (Brennan and Canny, 2021).'</p>	
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 & School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u> 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>'The Sociology of Education and Sociolinguistics module is a discrete, mandatory 5 ECT cornerstone Foundations of Education module undertaken by B.Oid. students in semester one of year 3. The module which is underpinned by a TPACK (Mishra, P., and M. J. Koehler, 2006) framework aims to introduce student teachers (STs) to a broad range of Sociology of Education and Sociolinguistic theories which are explored both synchronously and asynchronously through mandatory lectures, tutorials and Virtual Learning Environment (VLE) based tasks.'</p>	Yes

	<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>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 for individual and collaborative reflection, and engagement in and with research.</p> <p>‘The focus of the Literacy/English Methods and B.Oid 3 Irish Methods modules (B.Oid. 1-3) is on curricular knowledge and pedagogical content knowledge to support native and new speakers of Irish in immersion education. As there is a positive correlation between competence in the Irish language and effective language teaching (DE, 2022), students receive additional lectures in Irish throughout the four years to increase their proficiency and ability to communicate with the school community.’</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 supported by dedicated Professional Studies modules (B.Oid.1-4), which prepares students for the curriculum requirements of the forthcoming placement, CLIL approaches, as well as highlighting the professional standards expected within the placement to ensure that they are best placed to reach their potential during School 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>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>	
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	<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> <p>‘STs are introduced to a variety of ways to engage in personal and collective critical reflection on teaching in an immersion setting in various modules including; Professional Studies (B.Oid.1-4), Teaching & Learning (B.Oid.1, B.Oid.3), Visual Arts and The Arts (B.Oid.1), and in Dissertation (B.Oid.4), when STs are enabled to critically reflect on how their research has informed and extended their practice. 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>‘A discrete inclusive special education module addresses the development of appropriate knowledge, skills and attitudes in students preparing to become practitioners of Inclusive and Special Education in Ireland. It aims to introduce STs to, and provide for their interrogation of, the relevant traditional and contemporary theoretical models (Medical, Social, Biopsychosocial, Capability, UDL) with a view to their development of appropriate understandings of special needs and special needs education, and bilingual assessment in a minority language.’</p>	
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2. Global Citizenship Education

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.

‘Global Citizenship Education is evident both implicitly across and explicitly on the BOid.’

‘Furthermore, through ASP students gain first-hand experience of being part of the Gaeltacht community. The small tutorial group allows for in-depth engagement and extensive experiential learning opportunities and supporting Gaeltacht education. Building on their learning from Years 1 and 2, the module aims to deepen students' awareness of global justice and to develop their understanding of global/local interconnections. It includes an advanced study of race, racism and anti-racism; critical perspectives on “development”, analyses and critiques deficit perspectives, including the “charity” mode and re-visits Traveller education. Guest speakers are again a key feature of teaching/learning as they challenge majority narratives and colonial continuities, and they unsettle assumptions. The inclusion of Southern and Traveller voices is particularly important given the mainly white and settled profile of teacher education in Ireland, and the on-going support of the DICE Project is acknowledged in this regard.’

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.

‘Professional Relationships and Working with Parents permeates all four years of the B.Oid. degree and students are encouraged and supported to make connections between this element and other key elements within the totality of the programme. In particular STs explore how parental involvement can be encouraged in Irish-medium settings (Kavanagh and Hickey, 2013).’

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). The personal and professional identity of primary teachers as Irish speakers, as well as the role of schools in the revitalisation and maintenance of Irish, are explored throughout the programme. Cognisant of how teacher motivation and sustainability in the profession is enhanced by reflection on one's own professional identity (Wang and Zhang, 2021), the programme promotes a praxis of student teacher as moral practitioner, emphasising how teachers' belief systems impact and influence their professional practice.'

5. Creativity and Reflective practice

Marino Institute of Education demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators and researchers:

'Reflecting the key principles and competencies underpinning the Draft Primary Curriculum (2020), creativity is embedded across the B.Oid. programme. B.Oid.2 Arts Education (Drama), and B.Oid.3 Arts Education (Music) explore the arts in the senior and junior classes. Integrated Arts are explored across the curriculum holistically through aesthetic approaches and arts-based methodologies e.g., Creative Technologies and Inquiry-based Learning in the Classroom (B.Oid.2).

'Professional Studies modules (B.Oid.1-4) encourage STs to engage in reflective thinking and practice, and 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.Oid.4).'

6. Literacy and Numeracy

The programme design shows a commitment to enhance students' own literacy and numeracy while also ensuring that they learn techniques to develop

	<p>their future pupils' literacy and numeracy skills in their future teaching careers.</p> <p>'Literacy is a lifeline for minority languages (Hickey and Stenson, 2016) and provides regular access to the language even if removed from traditional speech communities. Students study a range of texts and genres so that children's experience of Irish is not confined to the textbook (Dunne and Hickey, 2017) and are introduced to ways of presenting them in the classroom (Dunne, 2021; Dunne and Ní Ghlinn, 2022). A key focus in literacy lectures is on implementing the Primary Language Curriculum (PLC) in immersion education settings and, while students receive designated input in English and Gaeilge, integrated and multilingual approaches to language learning are also fostered and modelled during lectures.'</p> <p>'From the outset, STs are afforded the opportunity to evaluate their own mathematical knowledge and understanding using feedback from a mathematics assessment. 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.Oid.1-3) STs' attention is drawn to complexities associated with each topic being explored.'</p> <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>'Within the B.Oid. programme, two discrete modules focus on enabling STs to develop their digital skills: Creative Technologies and Inquiry based Learning (B.Oid. 2), Communicative Competence in Irish and English for School and Community (B.Oid.3). These modules enable students to critically analyse new and emerging technologies, evaluating their application to an Inquiry Based Learning environment. Such technologies include exploration of augmented and virtual reality learning environments. ICT facilities include computer network access, technical services helpdesk, access to the internet and availability of interactive whiteboard, iPads, floor robotics, green screen, Lego We Do kit.'</p>	
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<p>1.1.7 Primary Programme Requirements</p>	<p>Gaeilge</p> <p>The submission demonstrated how the programme develops students' confidence and competence in Irish.</p> <p>'Student contact hours in Irish (60 hours per year in Years 1, 2 and 3) greatly exceed the number of hours (20) normally allocated to 2.5 ECTS modules. Additional contact hours are provided in Year 2 to enhance accuracy.</p> <p>'Communicative competence and accuracy are fostered simultaneously using task-based learning (Harris and Ó Duibhir, 2011), explicit teaching of grammatical features related to the work of the primary teacher (Ní Dhiorbháin, 2018), and through supporting STs to be effective, independent learners (Ní Chlochasaigh, 2016). STs also develop a knowledge and appreciation of language and literature in Gaeilge from a range of genres including novels for language-learners (Whelton, 2013; 2015; 2017; 2019) and children's literature (Dunne, 2021; 2022; Whelton, 2018, 2020).'</p>	<p>Yes</p>
<p>1.1.7 Primary Programme Requirements</p>	<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>'Early Childhood Education is critical in ensuring early exposure to the target language and to develop positive attitudes to the language. ST's ability to work in total immersion settings and with Cúntóirí Teanga (Gaeltacht schools), and to support early language development of new speakers (Gaelscoileanna) are cornerstones of the ECE module. While several modules explore early child development and learning, there is a discrete module on Early Childhood Education (B. Oid.3).'</p>	<p>Yes</p>
<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>Yes</p>

	<p>'The B. Oid. teaching team is cognisant of the importance of maintaining a variety and balance of assessment types on the programme. There is a strong focus on continuous assessment and exams are used as part of a broad suite of assessments that also includes projects, folios, presentations, reflective essays, interviews, quizzes and creative outputs/performances include written examinations, assignments, e-portfolio work, learning journals and both individual and group oral assessments. Formative and summative assessment are featured across modules and this takes place both synchronously in live class and asynchronously through discussion boards within the VLE.'</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 from September 2022 at least 50% of all School Placement Tutors are registered as teachers with the Teaching Council, with 72% 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 11.61:1.</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>	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: 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

<p>1.2.4 Student Support and Guidance Systems</p>	<p>The submission demonstrated the provisions that are in place for the personal and social development and pastoral care of student teachers.</p> <p>‘A personal tutor from the academic staff is assigned to be an advocate for all students. Tutors with proficiency in Irish are assigned to STs on the B.Oid.’</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>‘On completion of three years of their B. Oid. degree STs may apply to exit the programme with a level 7 degree. ‘A B.Oid. student may apply to transfer to another undergraduate programme within the Institute in first year or later in the programme.’</p>	<p>Yes</p>
<p>1.2.5 Communication and Decision-making Structures</p>	<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 B.Oid. is overseen by ‘An Grúpa Monatóireachta’ (The Monitoring Group) comprised of external experts, representatives of external stakeholders, Marino Institute of Education staff members and members of the Gaeltacht Unit in the Department of Education.</p> <p>Staff and students are represented on all programme boards, Academic Council and on Governing Body. They can influence courses through expressing their views at programme board meetings.’</p>	<p>Yes</p>
<p>1.2.6 Financial Resources</p>	<p>The review process determined that the programme is adequately resourced to ensure that programme aims are met.</p>	<p>Yes</p>

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	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.	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 <i>Guidelines on School Placement</i> 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 School Placement-related documentation, the School Placement 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 School Placement supervision, most notably, the CPD for School Placement 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 communication were categorical and positive.</p>	Yes
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"> • an understanding of inclusive education as applicable to that context • an understanding of working with parents <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 School Placement and then to reflect on this recursively in the additional post School Placement chapter.</p>	Yes
1.3.9 School Placement: Evaluation and Assessment	<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 students who fail a module of school placement.</p> <p>The Post-Placement Interview is a distinctive feature of the School Placement 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>	Yes

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.