An Chomhairle
Mhúinteoireachta
The Teaching Council

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

Name of HEI: **Mary Immaculate College**

Name of Programme: **Bachelor of Education in
Education & Psychology**

Date: December 2023

Contents

Programme Overview

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

Bachelor of Education in Education and Psychology 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.

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

The Review Process

The review of **Bachelor of Education in Education and Psychology** at **Mary Immaculate College took** place between April 2023 and November 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	The Council notified Mary Immaculate College of its intention to review the **Bachelor of Education in Education and Psychology** on 15 November 2022.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and Mary Immaculate College on 5 December 2022 to provide an overview of the submission documentation and answer queries from Mary Immaculate College.
Step 3 Submission	Mary Immaculate College submitted the proforma and supporting documentation for the **Bachelor of Education in Education and Psychology,** on 21 April 2023.
Step 4 Desk-based Review	A desk-based review was conducted by the Council staff on 10 May 2023 and a letter requesting clarifications was sent to Mary Immaculate College on the 19 May 2023. Mary Immaculate College submitted their response on 2 June 2023
Step 5 Appointment of Review Panel	The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's director, with Dr Claire Connolly, Ms Mary Dunne, Mr Ciarán Flynn and Ms Eleanor Parks, Prof. Kenneth Muir as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	The review panel was supported in their role by Ms Niamh Harkin as rapporteur. The rapporteur's functions included liaison with Mary Immaculate College maintaining records of meetings, and drafting and finalising the panel's report in conjunction with the panel Chairperson. The panel was also supported in its deliberations by external subject experts and by the Director of the Teaching Council and their executive staff nominees.
Step 6 Review panel meeting 1	The panel met on 24 August 2023 to consider the submission. They requested clarifications from Mary Immaculate College on 11 September 2023 Mary Immaculate College responded to this request on 13 October 2023.
Step 7 Engagement with the HEI	The Panel Chair and Rapporteur held a pre-meet with Head of Education and the Manager of School Education along with a number of programme managers on 16 October 2023 to discuss arrangements for a site visit.

Site Visit	The panel conducted a site visit to Mary Immaculate College on 23 October 2023. This was also attended by the Rapporteur and Teaching Council staff. The panel had a tour of the facilities and met with representatives from the University management team, the programme teams, the school placement team and some students and recent graduates of the programmes. The following attended on behalf of the university: • President, MIC • Vice President of Academic Affairs, • Vice President of Administration & Finance • Dean of Education (Early Childhood & Teacher Education) • B.Ed Course Leader; Associate Professor and Lecturer in Maths Education. • B.Ed International Course Leader; Assistant Professor and Lecturer in Education Methodology. • B.Ed and Psychology Course Leader; Assistant Professor and Lecturer in Psychology. • Course Board Member (BEd in Ed & Psych); Assistant Professor and Lecturer in Psychology. • Assistant Dean; Course Board Member (BEd and BEd in Ed & Psych); Associate Professor and Lecturer in Sociology of Education. • PME Course Leader; Assistant Professor and Lecturer in SPHE. • Course Board Member (PME); Assistant Professor and Lecturer in History. • Director of School Placement; Associate Professor. • Assistant Professor and Lecturer in School Placement. • Assistant Professor and Lecturer in Science Education. • Assistant Professor and Lecturer in Education Methodology and Micro-teaching. • Director of Buildings & Estates • School Placement Tutors and school principals • Students and Graduates from the programme
Step 8: Review panel meeting 2	The panel met to consider the clarifications and agree recommendations immediately after the site visit on 23 October 2023.
Step 8 Reporting	The report was drafted and issued to the HEI for the 30-day feedback period. It was finalised when the final response was received from Mary Immaculate College.
Step 9 Education Committee	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.

Overall Findings

The Panel recognises and appreciates the positive, professional engagement of Mary Immaculate College's leadership and the programme team with the review and accreditation process. The Panel commends the deep commitment of the staff to providing high quality Initial Teacher Education in MIC.

School placement is regarded as the fulcrum of the programme and this was clear not only through dialogue with the School Placement and programme team, school representatives and recent graduates but also through the coherent links evident throughout the submission including module outlines and school placement guidelines.

The Panel praises the detailed and comprehensive documentation provided which shows high levels of coherence and progression within this dual programme and a spiral approach across areas of study and placement.

The Panel noted the B. Ed Psychology team's enthusiasm and dedication demonstrated through the student-centred focus, while maintaining high expectations and standards and scaffolding students' professional development as reflective practitioners within a demanding course.

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The Programme received academic accreditation from MIC and was 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	The programme is supported by a clearly defined conceptual framework. In the application, Mary Immaculate College demonstrated how 'as teacher educators, we seek to foster a spirit of justice and compassion in the service of others and the creation of a democratic setting wherein all have the freedom and opportunity to achieve their full potential. Along with ensuring that our ITE graduates are academically and professionally competent, MIC seeks to imbue them with ethical, social, political, ecological, cultural, linguistic, religious and spiritual awareness. Mary Immaculate College demonstrated how the programme is informed by research and the Council's *Policy on the Continuum of Teacher Education* 'and the Draft Primary School Curriculum Framework. It is also informed by the views of our partners in education (including school principals, and teachers), the student body and engagement with our external examiners. From this research and consultation, we have identified nine key principles that will inform our vision for our ITE primary programmes into the future… '1. The recognition that the child, their voice and agency is at the centre of our vision; 2. The acknowledgement that knowledge is a fundamental component of teacher education and undergraduate psychology; 3. The recognition of, and respect for, the dignity of the individual; 4. The exploration and development of teacher identity in the context of a globalised and diverse outward looking society; 5. The development of critical reflection and reflective practice; 6. The appreciation and exploration of the role and contribution of the graduate to society, locally, nationally and globally, in promoting a sustainable future for all citizens; 7. The recognition, appreciation, and acknowledgement of a diverse and constantly changing society and the promotion of an education system and practices that include all children and celebrates partnership with parents; 8. The recognition of the pivotal contribution of educational and psychological research to professional identity formation; 9. The understanding of leadership as an intrinsic component of teacher education.' MIC demonstrated the core idea that being and becoming a teacher is a lifelong process involving knowledge and skills as	Yes

	well as the development of teacher voice and agency and a commitment to the needs of all learners and the *Code of Professional Conduct for Teachers.* The application demonstrated how the conceptual framework provides a rationale for the model of ITE which has been adopted and how it enables student teachers while on placement to demonstrate the link between the sites of practice (HEI and School) 'Blending subject-specific pedagogies with foundation discipline modules which interrogate contemporary issues in education, in a context of campus-based and school-based learning opportunities, students are enabled to achieve deep insights into teaching and learning from the outset of the programme.' The application shows how school placement is the fulcrum of the continuum of teacher education and how key themes are revisited over the programme. The review process determined that the submission demonstrates how the professional studies aspect of the programme gives student teachers sufficient opportunities to actively learn from practising teachers about relevant and innovative methodologies, appropriate to their practice. 'In second year, students move to their role as teacher, where they develop subject and pedagogical knowledge in their professional studies modules. They also undertake studies in cognitive psychology, individuality, difference and psychological science and in research design and analyses. This year culminates with an extended School Placement, where students apply learning to practice. One of our key guiding principles is the development of critical reflective practice.'	
1.1.3 Programme Aims	The review process determined that the submission clearly defines the aims of the programme, demonstrating where the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes. The application demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities. 'Mary Immaculate College regularly reviews and adapts programmes particularly in relation to curriculum development and national priorities. The Department of Education *Statement of Strategy* (2021-2023) outlines 3 goals in their vision to create an education system where every child is valued and supported to achieve their full potential. In particular, MIC strives to achieve the goal of providing high quality education so that in turn graduate teachers can improve the learning experiences to meet needs of all	Yes

	students in schools and early years settings. Students that study at MIC are supported in their learning journey and enabled to fulfil their potential. MIC plays a key role in curriculum development evident in staff membership of various committees including NCCA curriculum development groups and in staff coordination of various NCCA, Education Centre, and Teaching Council funded projects.'	
	Mary Immaculate College have demonstrated how 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 practices, and assessment in their schools, and prepares them for entry to their professional role.	
	The application demonstrates 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.	
	'The B.Ed. in Education & Psychology is a dual degree, equipping graduates with professional qualifications in Education and Psychology... Since the inception of the programme in 2004, a significant number of its graduates have progressed to the MA in Educational Psychology and to the Doctorate in Educational and Child Psychology in order to train as educational psychologists. The synergies between Psychology and Education which naturally occur within these two highly complementary subject areas are given particular attention'	
1.1.4 Programme Duration & Balance	The review process determined that the submission demonstrated that the concurrent programme meets the criterion of a minimum of four years duration, and demonstrates how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure.	Yes
	The concurrent four-year BEd in Education & Psychology consists of 240 credits and reflects the requirements of ITE programme balance as set out in CEIM: Standards for Initial Teacher Education (Teaching Council, 2020) and the requirements for an undergraduate degree in Psychology as laid down by The Psychological Society of Ireland. 'The Table in Appendix 9 contains the breakdown of credits across Foundation and Professional Studies (71%), School Placement (24%) and Discretionary Time (5%).'	
	Mary Immaculate College demonstrated that all areas of study are relevant to students' future work as teachers, that	

	the programme will facilitate student teachers' personal development and their growth and wellbeing into their professional role, enabling them to become responsible, trustworthy, and reflective practitioners who are prepared for life in the classroom. The panel is satisfied that the submission demonstrated the programme prepares students for life in the classroom and active engagement in teaching within a professional learning community, reflecting the core values of trust, care, respect and integrity.	
1.1.5 Tréimhse Foghlama sa Ghaeltacht	The programme provides for an immersive educational experience through the medium of Irish in a Gaeltacht setting of a minimum of four weeks duration, 'students undertake two Gaeltacht placements (two separate blocks of two weeks) and create a learning portfolio to document their learning in the Gaeltacht. The portfolio supports the process of reflection and invites students to identify areas of Irish language competence and Irish language teaching in which they may need additional support.' MIC demonstrated in their submission that 'through immersion in Gaeilge, the placement aims to: Enhance students' communicative competence, in the context of their future role as teachers of Gaeilge and of other subjects through the medium of Gaeilge, as well as users of Gaeilge as a living language in the school community. Such competence is demonstrated by reference to agreed learning outcomes; Enhance student knowledge and understanding of life and culture of the Gaeltacht region; Be an enjoyable experience, which enhances student teachers' love of Irish as a language and their confidence in speaking the language.' The review process determined that the programme provides opportunities for student teachers to meaningfully integrate their experience into their learning in the HEI as 'students attend modules dedicated to Gaeilge prior to both Gaeltacht placements which raise students' socio-linguistic awareness and offers students an understanding of the context of Gaeltacht areas.' Tá an Painéal sásta go bhfuil an Tréimhse Foghlama sa Ghaeltacht ag teacht go hiomlán leis na caighdeáin atá leagtha síos i Céim: Caighdeáin d'Oideachas Tosaigh Múinteoirí	Yes
1.1.6 Integration and Diversity of Programme Content	Mary Immaculate College have 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 as 'foundation Studies are laid out across the	Yes

	programme and contribute to the enhanced sensitivity and self-awareness in the developing teacher' and 'all areas of study including foundations studies, curricular studies and placement are spiral in nature and are explored throughout the programme at stages where the student teacher can confidently engage with the content.'	
Aptitude test	Mary Immaculate College completed an 'Aptitude Test' declaration form, confirming that the programme design allows for the provision of 'aptitude tests' for teachers who have qualified outside of the State.	Yes
1.1.7 Required Areas of Study	The review process determined that the submission demonstrated how the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard. Foundation Studies The programme provides research informed insights to support student teachers' understanding of the practices of teaching, learning and assessment for all pupils. 'Each of the foundation areas is comprehensively represented in the programme....In addition, due to the nature of the programme, the area of Psychology features strongly, with many of the core Psychology modules (e.g. Social Psychology, Cognitive Psychology, Research Methods) having direct relevance to the field of Education,and teaching specifically.' The Panel is satisfied that the programme 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. The programme, enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it. The submission states '. Initial [Foundation Studies] modules explore the ideas of key philosophers, sociologists and historians to enhance their understanding of the Irish education system, locate it in context, and think critically about it. They introduce students to the theories and frameworks within developmental psychology, with specific focus on theories of child development and learning enabling students to understand children's development.' Professional Studies Mary Immaculate College demonstrated in the submission that the Professional Studies elements of the programme develop the pedagogical expertise of	Yes

student teachers, including subject specific pedagogical content knowledge. Input from Psychology modules across the programme notably in modules such as Social & Cognitive Psychology provide an additional enriched understanding to students of the social and cognitive influences and factors '

'Subject specific content knowledge is explored in these early years to prepare students sufficiently for their school placement experiences that follow. The themes of Years 1 and 2 are *Student as Learner* and *as Teacher* and the exploration of subject specific pedagogical knowledge is situated in these years as elaborated in the conceptual framework.'

Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise.

'Throughout the programme in both Professional Studies and Foundation Studies, student teachers are supported in being and becoming confident professionals, skilled in interacting with schools and communities effectively. Research profiles of staff members reveal the breadth and depth of work undertaken by MIC staff in the field of education. All of our teaching is therefore research informed. Whilst students engage with courses that are research informed, they are, simultaneously, being developed as researchers to enable them engage in research throughout their years as an undergraduate student culminating in the presentation of their research of practice in TAISCE and in their Undergraduate Dissertation.'

School Placement
Mary Immaculate College demonstrated how the school placement model on the programme provide opportunities for student teachers to experience a high support/high challenge model of placement and engage in research on their own practice, making connections between the sites of practice.

Students are given the opportunity to observe experienced teachers and plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels, to assist them in establishing classroom management strategies.

'Students are offered the opportunity to teach all class levels from Infants to Sixth Class. In addition, all curricular and foundation modules across the years and semesters contribute to the relevant School Placement scheduled for students. School placement is carefully tailored to gently

place incremental responsibility over time on students for the organisation of teaching and learning.'

Mary Immaculate College demonstrated that student teachers are encouraged to reflect critically on their practice and programme of study, reflecting on feedback from discussions and identify areas for further professional learning for Droichead through their electronic portfolio or "Taisce".

'At all stages, students are developing their TAISCE by engaging in reflective tasks related to planning, classroom management, strategies for teaching and learning and their evolving identity as student teacher. In Year 3, placement focuses specifically on the early years with particular attention on special education provision at a school systems level. Students will act as assistants during this placement and, in an observational role, become involved in infant classes and SEN provision to the extent that a school context permits. This practice will develop a greater appreciation of the role of research in their practice and enhance their reflective capacities as professional agents within their subsequent extended placement'.

Core elements of programmes of ITE

The review process determined that the submission demonstrated that the following elements underpin all aspects of the programme.

1.Inclusive Education

Mary Immaculate College demonstrated that inclusive education permeates their ITE programme.
'A holistic approach to inclusive education is recognised as a central aspect of the preparation of primary teachers at MIC. Professional Studies, Foundation Studies and School Placement address the needs of all learners with a specific core module also provided in Inclusive Education. Additional contributions from the field of psychology and from modules such as: Individual Developmental Influences on Behaviour; Social Psychology and Advanced Issues in Educational Psychology offer a kaleidoscope of lenses on the holistic and individual needs of learners situated within inclusive and diverse school settings.'

2. Global Citizenship Education

The application evidenced how global citizenship education and education for sustainable development is integrated into the programme.

'Students engage with Global Citizenship Education from an educational methodology lens recognising and reflecting on a variety of approaches to supporting Global Citizenship Education's implementation across the curriculum. This experience is furthered in a second methods module in Year 3 where students are equipped with the knowledge, skills and dispositions to appreciate the agentic child in the context of increasingly diverse and globalised societies. Students are supported to come to respect, celebrate and recognise the normality of diversity across society through the promotion of human rights by paying particular attention to the relevance of evolving controversial global citizenship topics to the primary classroom'.

3. Professional Relationships and working with parents

Mary Immaculate College showed that the core element of establishing professional relationships and working with parents is integrated into the programme.

'In the modules: Inclusive Education and in Understanding the Psychology of Behaviour: Supporting Relationships, Engagement and Participation in Learning, the importance of multidisciplinary collaboration between classroom teachers, parents, specialist teachers and external agencies and professionals is emphasised so that student teachers build collaborative skills and encourages them to reflect on their critical role in co-creating inclusive environments.'

4. Professional identity and agency

The application demonstrated that the programme includes support for the development of the teacher as a self-reflective autonomous professional.

'Students are supported to develop their personal awareness and understanding about why the world is shaped the way it is in order to think critically, analyse and problem solve around central issues in the field of social justice, as an individual and, as a member of a team. In their engagement with Global Citizenship, respectful critical understanding and engagement with distinctive world views are promoted in relation to key issues in social justice.'

5. Creativity and Reflective practice

Mary Immaculate College have demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators, and researchers:

	'Creative and varied teaching methodologies are evident across the programme. Equally creative assessment methodologies are embedded across the programme and include Case Study analysis; Round Table Discussions; Integrated assessment methodologies across disciplines etc. TAISCE offers students a natural repository for gathering together creative thoughts, responses, research questions, reflections. It also ensures that student learning is assessed appropriately in specific areas associated with Curricular Studies, Foundation Disciplines or School Placement.'	
	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 their future pupils' literacy and numeracy skills.	
	'The development of student teachers' ability to teach Mathematics, English and Gaeilge are central to their experience of professional studies on the B.Ed. in Education and Psychology programme. Their level of proficiency across these areas is interwoven with developing their competence to teach the subject areas. Beginning in Year 1 and concluding in Year 3, students undertake modules in the teaching of Mathematics, Gaeilge and English.'	
	7. Digital Skills	
	Mary Immaculate College have demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.	
	'The pedagogical input in the initial module sees an introduction to students of a range of competencies required by student teachers, showcasing the potential of relevant technologies to facilitate teaching, learning and assessment practices to achieve planned educational goals. Ethical issues arising from increasing digital technology in education, and the need to reflect on same are also explored. These issues include online privacy, data security, copyright and licensing, and issues related to online safety with a dual emphasis on supporting students as learners and practitioners through safe, responsible and ethical practice.'	
1.1.7 Primary Programme Requirements	<u>Gaeilge</u>	Yes
	The submission demonstrated how the programme develops student's confidence and competence in Irish.	
	'Modules emphasise a communicative approach and a task-based approach to the teaching of Gaeilge as a second	

	language. Students explore how to integrate the four language skills of listening, speaking, reading and writing in lectures and small group tutorials. Common teaching methodologies and strategies are explored and include the use of drama, role play, puppet play, language games, tasks, drills, poetry, song and proverbs.' Early Childhood Education 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. 'Students learn how to support young children's physical, sensory, creative, social, emotional, behavioural and academic learning, as well as enhancing their self-esteem, belonging, participation, and meaningful engagement. The B.Ed. in Education and Psychology programme enhances the understanding of the early years through complimentary study in Developmental Psychology, Cognitive Psychology, Social Psychology and the Psychology of Behaviour.'	
1.1.8 Learning and Assessment Strategies	Mary Immaculate College demonstrated how the principles, beliefs, and values about teaching, learning and assessment which are set out in the conceptual framework are evident in the teaching, learning and assessment modes used in the programme. 'The emphasis is on a commitment to a holistic view of education; with an awareness and appreciation of cultural values which are mindful of Irish, European and global contexts. Inclusive education which embraces democracy, social justice and equality is at the heart of what we do, as is the belief that a child is first, and foremost, a child with an entitlement to an appropriate education. In terms of knowledge and understanding of education and the education system, our assessment policies and procedures clearly and emphatically focus on the development of contemporary debates about the nature and purpose of education.' The submission 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. 'Students are expected to be able to select and apply appropriate assessment methodologies to support, monitor and assess pupils' approach to learning. Students integrate	Yes

| | and interpret assessment information to formulate a comprehensive profile of pupil strengths and needs. Students demonstrate ways in which assessment information can be communicated to parents from diverse backgrounds. Students explore contemporary developments in the field of digital assessment and assessment technology, with a focus on ways in which such technologies can complement pedagogical practices. Students also adopt a strengths-based approach to educational planning and assessment.' | |

Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	The review process determined that the submission demonstrated that the programme meets this standard by providing: •programme staff qualifications and experience • evidence that currently 51.83% of school placement tutors on this Mary Immaculate College programme are registered with the Teaching Council. 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. The application demonstrated that the student: staff ratio on the programme is a current ratio average of 17.7:1. As this ratio is greater than the required standard of 15:1, MIC should comply with the plan outlined in the Requirement section below. Mary Immaculate College demonstrated the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise.	No, subject to requirement.
1.2.3 Facilities	Mary Immaculate College demonstrated that appropriate facilities are available to support research, teaching, and learning, providing the following: Main library Limerick Campus, Tailteann Sports Complex, dedicated rooms for digital technologies, Halla drama and the Lime Tree Theatre. MIC Campus also has dedicated silent booths, a chapel, dedicated science lab and a sensory room along with an outdoor training pitch and walking track.	Yes
1.2.4 Student Support and Guidance Systems	The review process determined that the submission demonstrated that provisions are in place for the personal and social development and pastoral care of student teachers.	Yes

	Mary Immaculate College have a wide range of student supports and services including the following services and provision: 'There is a strong pastoral network of groups who are involved in the provision of support and guidance to students. The key services are overseen by a Director of Student life. Within the Faculty of Education, students have access to a range of supports and guidance systems. The programme leader, Assistant Dean and the Education Office are important points of contact for students. Students are also assigned a mentor (from the Faculty) in first year. The mentor also oversees the development of the student's Taisce portfolio throughout their programme. ' MIC have demonstrated how a student teacher might transfer to an alternative programme in line with the University's policies and procedures.	
1.2.5 Communication and Decision-making Structures	The review process determined that the submission demonstrated the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes. 'There are extensive structures in place to facilitate the participation of staff and students in deliberation and decision making at all levels within the college. Management, academic and professional services staff, and students are represented on a variety of key decision-making boards and committees.' Also 'one of the most important elements is the Staff Student Forum which facilitates dialogue and constructive feedback from students to faculty. This forum meets once a semester. The Assistant Dean (Chair), Programme Leader, MISU President, MISU vice-President and class representatives from all class groupings and years meet together to discuss matters pertaining to student concerns or recommendations on programme issues such as module assessment, feedback, timetables and school placement.'	Yes
1.2.6 Financial Resources	Mary Immaculate College demonstrated that the programme is adequately resourced to ensure that programme aims are met through student fee income and state grants.	Yes

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	Mary Immaculate College school placement model supports the shared vision for school placement. The review process determined that the submission demonstrated that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners.	Yes

	Placement is a partnership based on mutual trust, respect and inclusion that is enriching for all partners, MIC, schools and student teachers. Partnership recognises the central role that cooperating schools and host teachers play in the formation of teachers. Developing worthwhile partnerships between the College and schools is key to creating a shared understanding of partners' needs and priorities and identifying areas of fruitful collaboration. Close partnerships and collaborative links with schools was demonstrated in the Mary Immaculate College school placement model.'	
1.3.2 Duration	The review process determined that the submission demonstrated that the duration of the school placement is in compliance with the Teaching Council's requirements and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard. 'In Year 1 Semester 2 (School Placement 2) students experience a gradual introduction to whole class teaching in middle classes. These classes are sourced by the college and students are partnered. In Year 2 Semester 2 (School Placement 3), students observe, teach and participate in whole school learning activities over a period of six weeks. Students generally teach a middle/senior class during this period. On this occasion, the student sources the school and it is a non-partnered practice. In Year 3 Semester 2 (School Placement 4) students assume the role of assistant in settings where they experience an early years primary settings and/or special education teaching contexts. The student sources the school and it is a non-partnered practice. In Year 4 Semester 1 students undertake their extended School Placement (School Placement 5 & 6) over the course of the whole college semester (September-November). Students observe, teach and participate in whole school learning initiatives and lead a curriculum focus of their choice. Students teach two classes for three week blocks, a class from 1st to 6th and an infant class.'	Yes
1.3.3 Elements of School Placement	The review process determined that the submission demonstrated that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the *Guidelines on School Placement* and regarding the stage the student teacher is at on the programme.	Yes
1.3.4 School Placement Models	The review process determined that the submission demonstrated that school placement models are developed using a partnership approach, whereby the	Yes

	HEI and schools actively collaborate in the organisation of the school placement. 'A particular example of how MIC students foster a love and joy of learning in all students is the opportunity to bring a curriculum focus to their chosen school, during the extended school placement. This focus is an opportunity to develop a concept or a skill which is related to, but perhaps not part of, the formal curriculum. Normally it is an interest or talent of the ITE student and culminates in a showpiece, presentation or performance at the conclusion of their practicum. The initiative is supported by the school and student teachers collaborate with the Treoirí to create and implement a plan on their chosen focus. Examples of this focus are wide and varied and include focus on music, Gaelic games, mindfulness, children's theatre and modern foreign languages.'	
1.3.5 Securing of Placement	The review process determined Mary Immaculate College assumes overall responsibility for the placement of student teachers.	Yes
1.3.6 Diversity of Placement Settings	The review process determined that the submission demonstrated that the programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts, including Irish medium schools. 'School placement is the keystone of the B.Ed. in Education and Psychology programme and engagement with School Placement accounts for 24% of students' time at Mary Immaculate College. Students engage in a school placement module in every year of the programme from Years 1-4.'	Yes
1.3.7 Taisce in School Placement	The review process determined that the submission provided evidence of the approaches Mary Immaculate College is using to enable the student teacher to demonstrate, using their Taisce • an understanding of inclusive education as applicable to that context • an understanding of working with parents A whole school element of the final placement sees the student primarily, though not exclusively, involved in team teaching and inclusive practice initiatives... All work is underpinned by a commitment to the principles of learning in the curriculum and knowledge of the class level curriculum and an on-going awareness of the importance of research and reflection in the learning to teach process.	Yes

	'The activities that students engage with in reflective practice …. represent the TAISCE element of School Placement.'	
1.3.8 Research in School Placement	Mary Immaculate College demonstrated 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. 'Throughout their School Placement, there is strong emphasis on both curricular integration and differentiation. Students are encouraged to link theory and practice in their lesson planning, teaching, learning and assessment strategies, and in their professional relationships with the entire school community, including parents.'	Yes
1.3.9 School Placement: Evaluation and Assessment	The review process determined that 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. 'All work is planned in conjunction with the Treoirí .. and in particular the student's research focus. Work is underpinned by a commitment to the principles of learning in the curriculum and the Primary School Curriculum itself. It outlined the teaching enrichment and mentoring support offered to students who fail a module of school placement. 'Mentoring and support is offered to students should they fail a placement. Such support is provided by an experienced School Placement tutor. Generally, teaching enrichment and support takes the form of a pre-arranged visit to the student in their classroom context. This visit is independent of the mentoring and assessment of the student's school placement.'	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 subject to the following requirement.

Matter	Requirement
SSR	Not later than six months from the date of accreditation, the Teaching Council requires MIC to submit a clear plan that details the recruitment measures being undertaken and associated timelines involved to ensure that sufficient staff members have been recruited to bring the programme in line with the Céim Standard 1.2 Programme Resourcing, Student: Staff ratio of 15:1.

Appendix 1 - Review Panel Membership

Chair: **Dr Claire Connolly**

Claire 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.

Panel Member: **Ms Mary Dunne**

Mary's career has been spent primarily in the Primary School sector. While working as a teacher in a multi-class setting, and later as a teaching-principal, the skills of multi- tasking came to the fore and became finely honed. Having a strong belief in the importance and impact of the local environment on children's learning, Mary had the opportunity to work with the Department of Education's support service for primary schools. The launch of the Social, Environmental and Scientific Education curriculum (SESE) provided the opportunity to work with teachers and schools in many different contexts. Following this work with primary schools, Mary worked for a number of years as a primary school inspector, advising, evaluating and supporting schools. For a number of years also, Mary was deployed to work in an advisory capacity with the Department's Teacher Education Section (TES) in Athlone

Panel Member: **Mr Ciarán Flynn**

Ciarán Flynn, Educational Consultant, retired from his eight-year tenure as General Secretary of the Association of Community and Comprehensive Schools (ACCS), where he advised and supported the Boards of Management and Principals of the 96 post-primary schools in the Association. He acted as a Management nominee on the Teaching Council for a three-year term, chairing the Audit and Risk Committee. He chaired the TC/DE research on "Teacher Supply", chaired the Placement System Working Group and the Droichead QA panels for 5 years.
He was Principal of Navan Community College and the founding Principal in 1994 of Ashbourne Community School. He completed his Masters in Education Management in the University of Ulster in 1994. He worked for an eight-year period as a Part-Time Lecturer in DCU on the M.Sc. in Educational Training and Management programme.
He was a member of the national Leadership Development for Schools Team for a three-year period working with newly appointed Principal and Deputy Principal teachers countrywide on behalf of the Department of Education and Skills. As an Educational Consultant he has worked for and with individual schools, regional and national educational bodies in carrying out investigations, supporting and promoting professional development. He also carries out work for the Department of Education and Science in a number of areas and for the State Examinations Commission as a member of the Audit and Risk committee. He is the Chairperson of the boards of management of two schools in the Leinster area and recently retired from Chairpersonship of the Le Chéile Schools Trust.

Panel Member: Ms Eleanor Parks

Eleanor Parks worked as a Home Economics Teacher with Co. Kilkenny ETB in Slieverue Vocational School, Co. Kilkenny and then in Abbey Community College, Ferrybank, Waterford (Abbey Community College is the amalgamation of Slieverue Vocational School and SHM Secondary School, Ferrybank Waterford.) From there Eleanor worked as Examinations and Assessment Manager for Home Economics with the State Examinations Commission.

Panel Member: Professor Kenneth Muir

Ken Muir was Chief Executive and Registrar of the General Teaching Council for Scotland between 2013 and 2021. Similar to the Teaching Council in Ireland, GTC Scotland has the responsibility for registering and regulating the Scottish teaching profession as well as for accrediting all teacher education programmes. Prior to this, he worked for Her Majesty's Inspectorate of Education and was Chief Inspector of Education in Scotland. Ken began his teaching career as a teacher of Geography and Geology and has held various senior posts over his career, working in schools and local authority education departments. He has been a member of many national and international education groups and has a particular interest in the Finnish education system where he has worked with Helsinki University and the Finnish National Board of Education. On his retiral in 2021, he was commissioned as independent Adviser to the Scottish Government to produce his report, Putting Learners at the Centre: Towards a Future Vision for Scottish Education, which was published in February 2022. Ken holds an Honorary Professorship at the University of the West of Scotland and was made a Commander of the British Empire (CBE) in the 2021 Queen's Birthday Honours List for his services to education.