



An Chomhairle Mhúinteoireachta
The Teaching Council

Initial Teacher Education:

Pro Forma for the submission of reconceptualised or new programmes for review and professional accreditation by the Teaching Council

February 2014

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Introduction

The Teaching Council was established on a statutory basis in March 2006 as the professional standards body for teaching.

In everything it does, the Council works within the framework of the Teaching Council Act, 2001. Section 38 of that Act sets out the Council's statutory role in reviewing and accrediting programmes of initial teacher education.

Prior to the review of a programme of initial teacher education, the Council writes to the HEI advising that a review is being initiated and requesting the submission of the required documentation. This Pro Forma has been designed for the purpose of submitting required documentation.

In completing this *Pro Forma*, HEIs should have regard to the following Council publications:

- [*Initial Teacher Education: Strategy for the Review and Professional Accreditation of Existing Programmes, 2011*](#), which sets out the processes and procedures by which the Council exercises its role in reviewing and accrediting programmes.
- [*Initial Teacher Education: Criteria and Guidelines for Programme Providers, 2011*](#), which sets out the criteria which providers must observe in designing programmes.
- [*Guidelines on School Placement, 2013*](#)
- [*Report of the Gaeltacht Placement Working Group to the Teaching Council, 2012*](#) (Providers of **primary** programmes only).
- [*Teaching Council Subject Requirements \(Post-Primary\) For persons applying for registration on and after 1 January 2017*](#), Published October 2013 (Providers of **post-primary** programmes only)

Each heading in this Pro Forma has been assigned a number, which can be cross-referenced with the corresponding number in the *Criteria and Guidelines* document.

The completed pro forma will be read by an independent Review Panel appointed by the Council to review the programme. It is the responsibility of programme providers to provide the Teaching Council with such information about the programme being reviewed as it considers necessary to demonstrate that the programme is appropriate for accreditation.

Completing and Submitting the Pro Forma

In completing the Pro Forma, providers should seek to be as concise as possible and avoid it being overly voluminous. To that end, they should avoid duplication. Where similar information is relevant under a number of headings it should be included only once and cross-referenced as appropriate.

Ease of navigation is an important consideration. In particular, providers are requested to ensure that all documentation is paginated and that a detailed contents page is included. All submissions should adhere to the headings set out in this Pro Forma and should include colour-coded tabs which clearly identify the various sections of the document and distinguish one from the other.

The completed Pro Forma should be accompanied by a short summary document of no more than a few pages which provides an overview of the documentation and draws the Review Panel members' attention to the location of key information such as timetables, module descriptors, etc.

It should not be possible for documentation to be submitted in one bound document of not more than

100 pages, unless module descriptors are included in a separate Appendix.

Supplementary material may be enclosed as follows:

- Timetables
- Student handbook
- School placement handbook
- A short summary document (as outlined above).

Additional supplementary material may be made available to panel members during a visit to the HEI and referenced in the Pro Forma under Section 4.

The Teaching Council must receive **the completed Pro Forma and all accompanying documentation** by the submission deadline which has been agreed. The Pro Forma and any accompanying documentation should be submitted in electronic format in the first instance. If the documentation is incomplete, the programme provider will be so notified and the required material must be submitted to the Teaching Council within the time period specified by the Council. When it has been confirmed that the documentation has been submitted in line with the Council's presentation requirements, hard copies of the documentation will be requested.

1. Inputs

1.1. Conceptual Framework

Having regard to Section 1.1 of the Council's *Criteria and Guidelines*, please set out below the conceptual framework which will underpin the programme, identifying:

- the research base for the conceptual framework;
- the principles, beliefs and values about education, about teacher education and about teaching and learning in the particular teaching sector for which the programme is designed;
- the rationale for the model of teacher education to be adopted in the programme;
- the way in which the conceptual framework is reflected in the programme aims.

ENTER INFORMATION HERE...

1.2. The Programme

Having regard to Section 1.2 of the Council's *Criteria and Guidelines*, please set out below the following details in relation to the programme:

- the title of the programme and qualification to be awarded;
- the date when academic accreditation was awarded and the awarding body (please include documentary evidence);
- a brief description of the history of the programme prior to reconceptualisation;
- in the case of post-primary concurrent programmes, the curricular subjects for which professional accreditation is being sought.
- the assignation and role of external examiners;
- any mechanisms for internal or external review of the programme (including internal reviews, reviews by the Inspectorate of the Department of Education and Skills, external quality audits, academic reviews by accrediting bodies, reviews by students, former students, self-evaluation reviews, destination studies, etc.).

ENTER INFORMATION HERE...

1.1.1. Programme Aims

Having regard to Section 1.2.1 of the Council's *Criteria and Guidelines*, please set out below the programme aims identifying:

- how the aims are aligned with the conceptual framework
- how the aims are reflected in the learning outcomes for the courses and modules within the programme.

ENTER INFORMATION HERE...

1.1.2. Programme Design

Having regard to Section 1.2.2 of the Council's *Criteria and Guidelines* and, in particular, Table 1 of that document, please provide details below on the design of the programme.

In addressing this, providers should include reference to:

- the programme structure, levels, credits and awards (It would be helpful if the programme structure could be illustrated in diagrammatic form.)
- the areas of study which are mandatory for all students and those which are optional (specifying the number of electives which it is proposed that each student will take)
- contact hours for each area of study
- student timetables¹
- how progression is to be made within courses, where relevant
- the balance of time/ECTS credits allocated to programme components
- how cross-course/cross-curricular links are made
- the varied student teacher experiences that will contribute to students' professional and personal development
- any arrangements made for part-time or flexible learning, including online forms of learning such as Moodle or Blackboard
- provision for independent study
- the models of teaching, learning and assessment which underpin the programme, including the research basis for these and how these models are applied in the programme

ENTER INFORMATION HERE...

¹ *The Council does not necessarily need to see timetables for every subject combination and for every semester in every year (1st year, 2nd year, 3rd year, etc.). A representative sample of timetables is all that is required, so long as it is sufficient to allow the Council to see the way in which time is been allocated to various teaching and learning activities and the balance achieved between these (lectures, tutorials, independent study time, reading time, school placement, micro teaching, etc.). Please note that programme calendars which show time allocated to reading weeks, study weeks, preparation for school placement, etc. may also be relevant here.*

1.1.3. Areas of Study

Having regard to Section 1.2.3 of the Council's *Criteria and Guidelines*, please provide details below on the areas of study in the programme.

In addressing this, providers should include:

- descriptors for each module of the programme²
- some sample course handouts³
- in the case of post-primary programmes, the number of methodologies offered and the way in which it will be ensured that subject-specific methodologies will be offered in accordance with the Council's subject criteria

Providers should also specify how the programme content will address current strategic priorities (including Literacy & Numeracy, ICT, and inclusion) and the mandatory areas set out in Table 2 of the Council's *Criteria & Guidelines*. In doing so, please adhere to Template A provided overleaf.

Notes for Template A (p 12, overleaf)

In Section (i) Modules: Please identify all modules in which this mandatory/key element will be covered.

In Section (ii) Years: Please identify the years in which these modules will occur.

Please take as much space as is needed to complete each section of the table.

² It would assist review panels if HEIs adhered to the template provided (Template B) in setting out module descriptors.

³ If it is the case that there are standardised course handouts across the programme, then a representative sample of those should be included. In situations where there is a huge variety in the materials used by different lecturers, then providers may wish to state this and perhaps submit a number of different types to illustrate the variety of handouts. The Council does not expect that a large number of samples will be submitted, although these may be made available for inspection by the Review Panel during a visit to the HEI.

TEMPLATE A – Mandatory Areas

Mandatory/Key Elements	(i) Modules	(ii)Years
Early childhood education		
Inclusive education		
Numeracy		
Literacy		
Gaeilge (Primary)		
The Teacher as a Professional/Reflective Practitioner/Researcher		
Developing a Professional Portfolio		
Parents in Education Co-operation and collaboration		
The School as a Learning Community		
Preparation for School Placement		
Teaching, Learning and Assessment including School and Classroom Planning		
Differentiation		
Behaviour Management		
ICT in Teaching & Learning		
Legislation Relevant to School and Classroom		
The Teacher and External Agencies		

TEMPLATE B – Module Descriptors

In completing the template below, HEIs are asked to :

- include learning outcomes which are specific and measurable, presented in a developmental format and aligned with the content outlined
- specify progression between related modules in terms of students' learning and self-development
- include reading lists which are broken down into essential and supplementary reading and which contain complete bibliographic information (place of publication, name of publisher, etc.)
- information on autonomous student learning as well as direct instruction and engagement.

Please take as much space as you need to complete each section of this table.

Module Code	Module Title
Semester	Year
ECTS Weighting	
Total Contact Time	
Time Allocation per Week	
Module Co-ordinators	
Rationale	
Module Overview	
Learning Outcomes	
Module Content	
Teaching & Learning Strategies (Modes of Delivery)	
Teaching Resources	
Integration with Other Modules	
Assessment Procedures	
Recommended Reading (essential & supplementary)	

1.1.4. Teaching, Learning and Assessment Strategies

Having regard to Section 1.2.4 of the Council's *Criteria and Guidelines*, please provide details below on the teaching, learning and assessment strategies used.

In addressing this, providers should include:

- sample exam papers⁴
- the template for school placement reports (i.e., the form which is completed by school placement tutors and external examiners)
- a sample of assignments⁵
- details of any information on assessment (including, for example, assessment guidelines, criteria and marking rubric) which will be made available to students prior to completing assignments⁶

Providers should also detail:

- the relationship between performance in the school placement and the final degree/diploma award
- any compensatory systems proposed
- how outcomes will be reported to students
- the appeal processes
- the ways in which the assessment policies and procedures contribute to the development of the learning outcomes set out in Section 3 of this document.

ENTER INFORMATION HERE...

⁴ *The Council does not expect that each individual module will necessarily be covered. It will leave the number of exam papers submitted to the*

discretion of each provider. Blank exam papers only should be submitted.

⁵ *The Council wishes to see an indicative list of assignments so that it can gain a broad overview of the types of assignments which are proposed.*

1.1.5. School Placement

Having regard to Section 1.2.5 of the Council's *Criteria and Guidelines* and, in particular, Table 1 of that document, please provide details below on the school placement.

In addressing this, providers should include reference to:

- the number, duration and timing of the placements with specific reference to the portion of the placement which it is proposed will take place in block
- the number and types of placement settings and school contexts
- the nature of the placement (for example, the nature of the relationship with the host school, the type of teaching and non-teaching activities involved, the required teacher/pupil ratio, the role of the professional portfolio)
- the respective roles of the student teacher, the Co-operating Teacher, the school Principal and the HEI Placement Tutor
- HEI Placement Tutors, their qualifications, experience and arrangements made for their professional development
- the nature of partnership between the HEI Placement Tutor and Co-operating Teacher
- the assessment of school placement including the specific learning outcomes associated with the placement and the ways in which the placement contributes to the development of the learning outcomes set out in Section 3 of this document; the criteria for the achievement of various grades on school placement; the commonality of approach/understanding between tutors; the contribution of the school placement grade(s) to the final award and the proportion of marks which are allocated to the preparation and performance elements respectively; appeals procedures in relation to the school placement grade
- arrangements made for preparation for placement
- arrangements made for collective de-briefing after the placement
- provisions made to support student teachers experiencing difficulties during the placement
- the ways in which the placement is to be coordinated
- the ways in which the placement is linked to the rest of the programme.

ENTER INFORMATION HERE...

Please use the table provided on page 17 to provide a visual summary of the School Placement component of your programme. Please feel free to elaborate on further in the body of your submission.

Year	Placement details (credits & duration) ¹	Placement details (teaching) ²	Placement setting ³	No. of Tutor Visits	Assessment ⁴
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Total					

¹ In this section, please state the overall ECTS credit total allocated to each placement and the time of year when the school placement occurs. Please also clarify how many days will be spent in school and over what time period and how many direct teaching hours the placement will entail. State also the number of hours to be spent in other school-based activities, such as parent-teacher meetings, staff meetings, etc.

² In this section, please provide the following details: the focus of the placement; the sector in which it occurs (primary or post-primary). If primary, please clarify if it involves infant classes [Junior and Senior Infants]; junior classes [First and Second]; middle classes [Third and Fourth], or senior classes [Fifth and Sixth]; or some combination of these. If post-primary, please clarify if it involves Junior Cycle or Senior Cycle or a combination of both, and also what subjects the student teacher will be teaching or observing, and at what level (Higher or Ordinary).

³ In this section, please state the kind of setting in which the placement will take place; e.g., DEIS school, rural/urban environment, VEC, etc. Please also clarify who sources the placement, e.g., the student or the placement coordinator.

⁴ In this section, please state whether or not the placement is assessed; if so, on what basis and by whom.

1.3. The Duration and Nature of the Programme

Having regard to Section 1.3 of the Council's *Criteria and Guidelines*, please provide details below on the duration and nature of the programme.

ENTER INFORMATION HERE...

1.4. Student Intake

Having regard to Section 1.4 of the Council's *Criteria and Guidelines*, please provide details below on student intake.

In addressing this, providers should include reference to:

- the qualifications requirements for acceptance on the programme
- any procedures for the recognition of prior learning, specifying the processes in place to ensure that prior learning has been matched with learning outcomes
- any other criteria for entry to the programme
- any procedures to assess: (a) attitudinal and dispositional factors which may impact on the applicant's suitability for entry to the profession, and (b) evidence of character together with the processes which are put in place for ensuring that applicants meet these requirements. In particular, any processes in place for Garda Vetting prior to the school placement should be detailed
- the policies and procedures to ensure consideration of supply and demand issues and quota requirements if appropriate, e.g., quotas for mature entrants, students with disabilities, etc.
- statistical information on student intake (the numbers it is proposed will be enrolled on the programme, transfers from other programmes/HEIs, the proposed frequency of intake, etc.)
- the relationship between entry requirements and selection procedures and the student's ability to engage with the programme.

ENTER INFORMATION HERE...

1.5. Staffing

Having regard to Section 1.5 of the Council's *Criteria and Guidelines*, please provide details on programme staffing using the template form in Appendix A.⁷

Providers should also supply details regarding:

- staff structure and designations, include details of support staff (administrators, secretaries, etc.) assigned to the programme
- opportunities for staff to engage in reflective practice, research, curriculum development and professional development
- placement tutors, identifying the percentage who are practising teachers
- the balance of staff time allocated, on average, to teaching, assessment, supervision, research, professional development, etc.
- any staff development policies and provisions in place to ensure opportunities are made available to staff to enhance and update their qualifications and experience as appropriate
- staff library and other resources
- opportunities for networking with other teacher educators and examples of any relevant strategic alliances with staff in other HEIs
- staff/student ratios, having regard to the number of FTE (full-time equivalent) staff⁸
- the role of staff in the development of the required learning outcomes, as detailed in Section 3 of the Council's *Criteria and Guidelines*.

ENTER INFORMATION HERE...

⁷ In relation to those staff who are employed on an occasional basis (including placement tutors, external examiners, etc.), the Council will be happy to accept an abridged version of the staff profile.

⁸ It is likely that these details should be readily available from the office of the Bursar

1.6. Facilities

Having regard to Section 1.6 of the Council's *Criteria and Guidelines*, please provide details below regarding facilities.

ENTER INFORMATION HERE...

1.7. Student Support and Guidance Systems

Having regard to Section 1.7 of the Council's *Criteria and Guidelines*, please provide details below regarding student support and guidance systems.

ENTER INFORMATION HERE...

1.8. Communication and Decision-making Structures

Having regard to Section 1.8 of the Council's *Criteria and Guidelines*, please provide details below regarding the communication and decision-making structures to facilitate the participation of staff and students in relevant deliberation and decision-making processes.

ENTER INFORMATION HERE...

1.9. Financial Resources

Having regard to Section 1.9 of the Council's *Criteria and Guidelines*, please provide details below regarding financial resources.

In addressing this, providers should detail:

- the overall budget for the programme and the percentage to be allocated to the various elements of the programme such as school placement, laboratory facilities, staff development, teaching resources, etc.
- the overall budget for the Education Department as a percentage of the overall budget for the Higher Education Institution
- the per capita income and expenditure for the programme/unit cost of the programme
- the processes by which funding is allocated to the Department and/or programme and the extent to which the Education Department has input into this process (i.e., an indication of how and where decisions are taken in relation to expenditure).

ENTER INFORMATION HERE...

2. Processes

In setting out the headings in this section, the Council is aware that the processes are integral to the programme and reminds providers of the need to avoid duplication in the completed Pro Forma. Where similar information is relevant under a number of headings, it should be included only once and cross-referenced as appropriate. Providers may wish to elaborate in this section on information included in other sections, and are asked to use their discretion in that regard.

2.1. Teaching, Learning and Assessment Approaches

Having regard to Section 2.1 of the Council's *Criteria and Guidelines*, please provide details below regarding the teaching, learning and assessment approaches to be used.

In addressing this, providers should include reference to:

- the relationship between the approaches used and the conceptual framework outlined in 1.1
- the relationship between the approaches used and the values set out in the *Code of Professional Conduct for Teachers*.
- the provisions made for revisiting key concepts and topics over the course of the programme.

ENTER INFORMATION HERE...

2.2. Engagement of Student Teachers with the Programme

Having regard to Section 2.2 of the Council's *Criteria and Guidelines*, please provide details below of how student teachers' meaningful engagement with the programme is to be facilitated.

ENTER INFORMATION HERE...

2.3. Engagement of Student Teachers with Staff and with other Student Teachers

Having regard to Section 2.3 of the Council's *Criteria and Guidelines*, please provide details below of how student teachers' engagement with staff and other student teachers is to be facilitated.

ENTER INFORMATION HERE...

2.4. Progression within the Programme

Having regard to Section 2.4 of the Council's *Criteria and Guidelines*, please provide details of the progression stages which will be built into the programme.

ENTER INFORMATION HERE...

2.5. Personal and Social Development

Having regard to Section 2.5 of the Council's *Criteria and Guidelines*, please provide details below of the processes and systems for identifying and responding to the personal and social development needs of student teachers.

ENTER INFORMATION HERE...

2.6. Attitudes, Values and Professional Dispositions

Having regard to Section 2.6 of the Council's *Criteria and Guidelines*, please provide details below of the processes and systems which will contribute to the development of the values, attitudes and professional dispositions which are set out in the *Code of Professional Conduct for Teachers*.

ENTER INFORMATION HERE...

2.7. Life-long Learning

Having regard to Section 2.7 of the Council's *Criteria and Guidelines*, please provide details below of the ways in which students will be facilitated in becoming life-long learners.

ENTER INFORMATION HERE...

2.8. Reflective Processes

Having regard to Section 2.8 of the Council's *Criteria and Guidelines*, please provide details of the ways in which the programme will facilitate reflective practice.

ENTER INFORMATION HERE...

3. Outcomes

Having regard to Section 3 of the Council's *Criteria and Guidelines*, please use the template below to summarise how the programme will facilitate the achievement of the learning outcomes under each heading.

Providers are reminded of the need to avoid duplication in the documentation submitted. Where similar information is relevant under a number of headings, it should be included only once and cross-referenced as appropriate. Providers may wish to elaborate in this section on information included in other sections, (including Section 1.2.1., as appropriate) and are asked to use their discretion in that regard.

ENTER INFORMATION HERE...

3.1. Knowledge-Breadth/Knowledge Kind

	The graduate will demonstrate knowledge and understanding of:
Ethical Standards and Professional Behaviour	<ul style="list-style-type: none"> — the unique role of the teacher as professional in providing for the holistic development of students, and the complex and intricate nature of teaching, as explicated in the <i>Code of Professional Conduct for Teachers</i> — the continuum of teacher education and the life-long learning journey of the teacher, recognising the stage he/she has reached on that journey.
<i>ENTER INFORMATION HERE...</i>	
Education and the Education System	<ul style="list-style-type: none"> — the nature and purposes of education and the social and policy contexts in which the aims of education are defined and implemented — the origins and development of the statutory and policy-making framework pertaining to education, his/her specific role and responsibilities emanating from that framework, together with the roles and responsibilities of all stakeholders, including parents — children’s rights, including their right to a voice in various matters that relate to their lives — the sector in which he/she will be teaching and his/her professional responsibilities within it — other education sectors and factors which may impact on pupils’ transition from one sector to another — school culture and how it impacts on teaching and learning and the implementation of curriculum policy — educational research and its contribution to teaching, learning and assessment.
<i>ENTER INFORMATION HERE...</i>	
Key Principles of Planning, Teaching, Learning, Assessment, Reflection and Self-evaluation	<ul style="list-style-type: none"> — current thinking on human development and learning — the theory, concepts and methods pertaining to effective teaching, learning and assessment, both summative and formative — the factors that promote and hinder effective learning, the impact of pupils’ backgrounds and identities on learning and the need to provide for the holistic development of the learner, particularly through differentiated approaches — the role of teachers as educational leaders who contribute to creating and sustaining learning communities in their classrooms, in their schools and through their professional networks — pupils as active agents in their own learning — the interdependence of teacher learning and pupil learning — models of planning coherent, differentiated and integrated teaching programmes which are informed by on-going reflection on professional practice.
<i>ENTER INFORMATION HERE...</i>	

<p>Subject Knowledge and Curriculum Process and Content</p>	<ul style="list-style-type: none"> — the dynamic processes by which curriculum is designed and implemented — current national curricula/syllabi in the relevant sector and an awareness of curriculum requirements in preceding and subsequent stages of learning — the subject matter, pedagogical content and related methodology of the relevant curricula/syllabi and guidelines — the role of language in teaching the curriculum/syllabus together with a particular focus on literacy and numeracy — cross-curricular links and themes including citizenship; creativity; inclusion and diversity; initiative and entrepreneurship; personal, social and health education; and ICT, as appropriate to the sector and stage of education, and how these are related to life experiences.
<p><i>ENTER INFORMATION HERE...</i></p>	
<p>Communication and Relationship-building</p>	<ul style="list-style-type: none"> — the importance of teacher-pupil relationships in the teaching/learning process — strategies for developing positive relationships and communicating effectively with pupils, parents, colleagues, the school principal, school management, co-professionals and the wider community — the roles of stakeholders and the importance of engagement and cooperation with them, contributing to the characteristic spirit of the school and developing a positive environment for teaching and learning.
<p><i>ENTER INFORMATION HERE...</i></p>	

3.2. Know-How & Skill-Range Know-How & Skill-Selectivity

	The graduate will be able to:
Analytical, Critical Thinking, Problem-solving, Reflection and Self-evaluation Skills	<ul style="list-style-type: none"> — critically evaluate the attitudes and beliefs about teaching and learning which inform and guide his/her professional practice — engage in data gathering and critically analyse and evaluate relevant knowledge and research — think critically, analyse and solve problems, as an individual and a member of a team — reflect critically on his/her practice on an on-going basis so as to inform that practice.
<i>ENTER INFORMATION HERE...</i>	
Planning, Teaching, Learning and Assessment Skills	<ul style="list-style-type: none"> — set clear, challenging and achievable expectations for pupils — motivate, inspire, acknowledge and celebrate effort and success — apply knowledge of the individual potential of pupils, dispositions towards learning, varying backgrounds, identities, experiences and learning styles to planning for teaching, learning and assessment — use a range of strategies to support, monitor and assess pupils' approach to learning and their progress — engage with pupils in order to develop effective, creative and imaginative strategies that promote individual and shared learning — use technology, including multi-media resources, effectively to aid pupil learning — assess the achievement of curriculum objectives and adapt his/her teaching accordingly — apply his/her knowledge of pupils' holistic development to his/her teaching and promote social responsibility — contribute to effective school evaluation and planning.
<i>ENTER INFORMATION HERE...</i>	
Classroom Management And Organisational Skills	<ul style="list-style-type: none"> — create and maintain a safe, interactive and challenging environment using strategies that promote and maintain positive behaviour, in accordance with school policy — establish classroom management strategies that support differentiated learning in a way that respects the dignity of all pupils — use appropriate class management and organisation skills to cater for a range of classroom situations — access, develop and use a variety of curriculum resources — manage his/her time and work effectively and efficiently.
<i>ENTER INFORMATION HERE...</i>	

Communication and Relationship-building Skills	<ul style="list-style-type: none">— foster good relationships with and among pupils based on mutual respect and trust and meaningful interactions— communicate effectively with pupils, parents, colleagues, the school principal, school management, co-professionals and the wider community by using appropriate skills, styles and systems to suit the given situation and setting— enable children to resolve conflict— articulate and represent students' interests, as appropriate.
<p><i>ENTER INFORMATION HERE...</i></p>	

3.3. Competence - Context Competence – Role

	The graduate will be able to:
Integration and Application of Knowledge, Skills, Attitudes and Values in Complex and Unpredictable Educational Settings	<ul style="list-style-type: none"> — integrate relevant principles and theories of education, in the context of the relevant curriculum/syllabus, using well-developed skills of enquiry, to inform his/her professional practice — conduct a systematic, holistic assessment of learner needs — implement a range of methodologies to achieve planned outcomes — evaluate learner progress towards those outcomes — review plans on the basis of evaluation data and in consultation with others, as appropriate — conduct and apply relevant research as appropriate to his/her teaching context, identifying, critically analysing and integrating new knowledge regarding curriculum, pedagogy and assessment into his/her practice — act as an advocate on behalf of learners, referring students for specialised educational support as required and participating in the provision of that support, as appropriate.
<i>ENTER INFORMATION HERE...</i>	

3.4. Competence - Learning to Learn

	The graduate will:
The Teacher as Lifelong Learner	<ul style="list-style-type: none">— demonstrate a commitment to lifelong personal and professional development which is reflected in the approach taken to his/her work— maintain a professional portfolio— review the effectiveness of his/her own practice through continuous reflection on that practice— demonstrate a professional commitment to seeking, accepting and acting upon constructive advice— actively participate in professional learning communities which engage in group reflection, learning and practice.
<i>ENTER INFORMATION HERE...</i>	

3.5. Competence - Insight

	The graduate will:
Professional and Ethical Teaching	<ul style="list-style-type: none"> — know and uphold the values and professional commitments which are set out in the <i>Code of Professional Conduct for Teachers</i> — reflect on these values and commitments and the implications for his/her practice — contribute to the development of educational standards and guidelines — practise within the statutory framework pertaining to education, including child protection guidelines — share specialist knowledge in a collegial manner to support and enhance teaching and learning — demonstrate an understanding and consciousness of professional practice issues through the process of reflection on experience — uphold the reputation and standing of the teaching profession through his/her practice.
ENTER INFORMATION HERE...	

4. Supplementary Information

The Review Panel may choose to visit the HEI as part of the review process. During that visit, the HEI may, if it wishes, make supplementary information available to Panel. A list of supplementary documents, which the HEI expects to make available during the visit, should be included here.

ENTER INFORMATION HERE...

Appendix A

Template Form for the Submission of Details Regarding Academic Staff

Name and title	Qualifications (including awarding body, date awarded, details of any relevant programmes which are on-going)	Experience (including details of current role and duration in all former roles)	Experience in the sector (primary, post-primary, etc.)	Research undertaken and/or published
<i>ENTER INFORMATION HERE...</i>	<i>ENTER INFORMATION HERE...</i>	<i>ENTER INFORMATION HERE...</i>	<i>ENTER INFORMATION HERE...</i>	<i>ENTER INFORMATION HERE...</i>