

**Final Report of the Review Panel to the Teaching Council following a review of the reconceptualised Initial Teacher Education programme at Mary Immaculate College.**

**Professional Master of Education (Primary Teaching)**

**October 2014**

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## **1. Background**

### **1.1 The Teaching Council's Review and Accreditation Function**

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

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

- (a) review and accredit the programmes of teacher education and training provided by institutions of higher education and training in the State,
- (b) review the standards of education and training appropriate to a person entering a programme of teacher education and training, and
- (c) review the standards of knowledge, skill and competence required for the practice of teaching,

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

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

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

### **1.2 Review and Accreditation Strategy**

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

### **1.3 National Policy Framework**

In carrying out reviews, the Council is mindful of its *Policy on the Continuum of Teacher Education* which sets out its vision for teacher education at all stages of the continuum – ITE, Induction, and Continuing Professional Development. Published in 2011, the policy highlights the evolving and dynamic context for teaching and the increasingly complex role of teachers in Ireland today. The policy states that "...the time is now right for a thorough and fresh look at teacher education to ensure that tomorrow's teachers are

competent to meet the challenges that they face and are life-long learners, continually adapting over the course of their careers to enable them to support their students' learning." It further states that innovation, integration and improvement should underpin all stages of the continuum.

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

#### **1.4 Accreditation Criteria**

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

- prescribe those areas of study which will be mandatory in programmes, including numeracy and literacy, behaviour management, parents in education, ICT and inclusive education
- set out for the first time the expected learning outcomes for graduates of all ITE programmes
- propose raising the minimum requirements for persons entering programmes of ITE at primary level and a literacy and numeracy admissions test for mature entrants
- require a 15:1 student-staff ratio
- call for the development of new and innovative school placement models, involving active collaboration between HEIs and schools, and an enhanced role for the teaching profession in the provision of structured support for student teachers
- require that student teachers should spend at least 25% of the programme on school placement, and that such placements should be in a minimum of two schools
- require increased emphasis on research, portfolio work and other strategic priorities.

While recognising the inter-related nature of all aspects of programmes of teacher education, the criteria and guidelines are categorised under Inputs, Processes and

Outcomes. All three dimensions have an important bearing on the quality of teacher education. The required Inputs and Outcomes are clearly elaborated in the document, while the Processes are less prescriptive to allow HEIs the freedom to develop the processes which best suit their individual situations.

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

### ***1.5 Programme overview***

This report relates to the review of the following programme provided by Mary Immaculate College – Professional Master of Education (Primary Teaching) - hereinafter referred to as ‘the programme’. This is a 120 ECTS (European Credit Transfer and Accumulation System) credit programme offered over two years which prepares graduate students to become primary teachers. The Department of Education and Skills determines the number of offers to be made on an annual basis. Some sixty students have been registered in each of the last four years on the Graduate Diploma in Education (Primary Teaching) which was the precursor to this reconceptualised programme. It is anticipated that 100 students will be enrolled for the Professional Master of Education in September 2014.

## ***2. The Review Process***

The review of the Professional Master of Education (Primary Teaching) took place between April and September 2014 in accordance with the Council’s review strategy. The process was formally initiated when the Review Panel (hereinafter referred to as ‘the panel’) was appointed by the Teaching Council’s Director, with Professor Anthony Finn as Chairperson.<sup>1</sup> To assist and support the work of the panel, Dr Pádraig Ó Donnabháin was appointed as Rapporteur. His 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 the Director and staff of the Teaching Council.

Documentation relating to the application was submitted to the Teaching Council by Mary Immaculate College (hereinafter also referred to as ‘the College’) in April 2014. The panel met initially on 27 May to give preliminary consideration to the Mary Immaculate College submission.

Issues for further clarification were identified by the panel and were communicated by the Rapporteur to Mary Immaculate College. Following consideration of the documentation including the responses to issues identified as well as a collation of the initial views of the members of the panel, representatives of the College were invited to meet with the panel to discuss the programme and its particular aspects. The panel

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<sup>1</sup> Details of the Review Panel membership are included in Appendix I

engaged with staff members who made a presentation embracing various aspects of the programme.<sup>2</sup> Further issues were identified for elucidation arising from this meeting and other clarifications were provided when requested. In the course of reviewing the documentation and clarification responses, the panel maintained contact on a systematic basis both by e-mail and audio-link. The panel also gave suitable consideration to the report of the panel which reviewed Mary Immaculate College's Bachelor of Education programme in 2012/13 and, specifically, the recommendations included in that report.

On 28 January 2014, the Chairpersons of four review panels and their Rapporteurs attended a meeting convened for the primary purpose of identifying commonalities of judgement and refining reporting conventions and procedures.

### **3. *Publication of this Report***

The Teaching Council routinely makes information available to the public in relation to its functions and activities and, in line with that practice, this report will be available on the Council's website, [www.teachingcouncil.ie](http://www.teachingcouncil.ie).

### **4. *Documentation***

The documentation submitted in April 2014 by Mary Immaculate College was in accordance with the template provided by the Teaching Council in the Pro Forma and Guidelines which accompany the Council's review strategy. Key areas of focus were:

#### **4.1 *Inputs***

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

#### **4.2 *Processes***

- Teaching, Learning and Assessment Approaches

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<sup>2</sup> A list of the programme staff who presented to the panel is included in Appendix II

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

#### **4.3 Outcomes**

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

### **5. Overall Findings**

Having regard to the documentation that was initially submitted, together with the supplementary clarification documentation that was provided subsequently, the panel adjudges that the programme satisfies the criteria set down by the Teaching Council in its *Criteria and Guidelines*. Accordingly, the panel recommends to the Teaching Council that the programme be granted accreditation subject to the stipulations set out in Section 8 below.

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

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

The stipulations in Section 8 relate to areas which the panel believes to be of such strategic importance to the programme that accreditation should be subject to these stipulations being met. Therefore, the panel recommends that the Teaching Council should require Mary Immaculate College to set out and submit to the Teaching Council, within three months of receiving the final review report, its timebound proposals for implementing the stipulations.

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

The panel proposes that accreditation of the programme would have an initial lifespan of three years after which time a mid-term progress report would be submitted by Mary



Immaculate College. Subject to all programme commitments being fulfilled, it would be anticipated that the Council would then grant a further two years, making an overall accreditation period of five years.

## **6. Commendations**

Having regard to:

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

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

### ***6.1 Engagement with the review process***

The panel commends the staff of Mary Immaculate College for their constructive and committed engagement with the review process. The panel found the documentation accessible and comprehensive while follow-up clarifications were apposite and complete. The panel appreciates the College's earnest co-operation and collaboration.

### ***6.2 Inputs***

#### ***6.2.1 Conceptualisation and Vision***

The panel commends the foundational pillars and core principles that underpin the programme and give it notable coherence and cohesion. A clear vision is articulated for the preparation of teachers and the programme includes important mention and elaboration of attitudes, values and professional dispositions that are aspired to as part of the students' experience.

#### ***6.2.2 Quality Assurance***

The panel commends the College's attentiveness to quality assurance issues in its ongoing review and internal consultation processes. The panel notes with approval the student exit surveys that have been conducted and that have highlighted issues for improving aspects of performance as, for example, in the general area of staff-student communication.

#### ***6.2.3 Consultant Tutor***

The panel commends the role of the consultant tutor in striving to ensure consistency and cross-moderation of grading. The panel notes with approbation the broad role of the

consultant tutor in school placement visiting random samples of students, complementing the role of placement tutors and visiting all students of potential A1 or F standard.

#### ***6.2.4 Engagement of Students***

The panel commends the College's clear planning for students' engagement with the programme. Emphasising the integration of theory and practice, thematic approaches, linkage between placement learning and coursework, links between students and staff as well as other students, the College seeks to provide for comprehensive engagement of students with the programme.

#### ***6.2.5 Centre for Teaching and Learning***

The panel commends the College's *Centre for Teaching and Learning* for the range of professional development and support it provides for staff. Incorporating activities such as seminars, workshops, staff development days, student evaluations of teaching, the Centre aims to encourage and develop a culture of best practice in teaching approaches and methodologies. Building capacity in the use of technology for teaching and learning is also a function of the Centre's *Blended Learning Unit*.

#### ***6.2.6 Language and Literacy***

The panel commends the College's provision for Language and Literacy for its developed and integrated approach geared to support diverse learning needs.

## **7. Recommendations**

Having regard to:

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

the panel has noted a number of areas of the programme which it believes should be developed. They are as follows:

### **7.1 School Placement**

The panel recommends that the College revisit arrangements for School Placements 4 and 5 with a view to providing for students an extended period of school placement with one class in Year 2. This revised arrangement, offering a gradual transfer of responsibility from the co-operating teacher to the student teacher over an extended period and involving student teachers in a wide range of school activities, would meet the spirit of the Council's guidelines and ensure that student teachers have a more coherent final placement which prepares them effectively for their first post.

### **7.2 School Placement Tutors**

The panel recognises the commendable quality assurance arrangements already in place for the school placement element of the programme, including, in particular, the opportunity provided for many students by Consultant Tutors (cf 6.2.3). Nonetheless, the panel recommends that the College revisit arrangements for the provision of placement tutors during the long placement in Year 2, in order to ensure the availability of a second placement tutor for every student.

### **7.3 The Pedagogy of Mathematics**

The panel recommends that the College reconsider the proportionality of time allocated in the programme for the Pedagogy of Mathematics in the light of requirements for Numeracy as part of the national strategy as outlined in *Literacy and Numeracy for Learning and Life (2011)*.

#### **7.4 Staff / Student Ratio**

The panel recommends that the College reviews and increases its allocation of staff to the reconceptualised programme, having regard to the numbers of students enrolled on the programme, thus ensuring that it can continue to make progress in moving closer to the Council criteria on staff/student ratio.

## **8. Stipulations**

Having regard to:

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

the panel has noted the following area of the programme which it considers must be addressed as a matter of priority and, at the latest, within three months of receipt of this report.

### **8.1 Research Project**

The panel requires the College to review its arrangements for the Reporting Education Research Paper in order to ensure, to the satisfaction of the Council, that expectations of the final project are suitably challenging.

### **8.2 Final Agreed Text**

The panel requires that programme adjustments and clarifications which were made in response to queries and exchanges with the panel on the original submission, be incorporated into a final agreed text. This is to be submitted to the Teaching Council as the final text in relation to the programme in a single concise document following the Pro Forma template and with changes highlighted for ease of reference. The final agreed text is to be provided to the Council within three months of receiving the final report.

## **9. National Issues**

Having regard to:

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

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

### **9.1 Partnership between schools and HEIs**

Having regard to the Teaching Council's *Guidelines on School Placement* (2013) and the importance accorded to a partnership approach to facilitate and assist school placement, the panel recommends that the Council, in conjunction with other agencies, explore the general issue of partnership between schools and HEIs seeking to identify means by which this can be developed and systematised to benefit the teaching profession and in the interests of the pupils in the classroom.

### **9.2 Extended School Placement**

The panel recognises that some providers have faced difficulties in securing suitable extended placements for student teachers in Year 2, as required by the Teaching Council's guidelines. However, the panel believes that this change is of both pedagogical and cultural importance and recommends that the Council, in association with partners, should continue to review progress and provide clearer guidelines on its implementation. As part of this process, the panel recommends that the Council should make more explicit its expectation that the extended placement in Year 2 should be based in one class. This is an expectation which the panel fully endorses, bearing in mind that the student teacher is nearing the end of the programme and can be expected to have moved from a strongly supported placement experience, to more independent teaching. The panel also recommends that the Council should, in any future guidelines, clarify its intention that the minimum duration of 10 weeks refers to ten school weeks, i.e. 50 school days.

### **9.3 Calculation of Staff /Student ratio**

The panel notes that the Council's Pro Forma for the submission of programmes for accreditation purposes, while requesting information on staff student ratio, does not include a formula by which this should be calculated. The panel recommends that the Pro Forma be updated to include such a formula, so as to ensure absolute clarity for review panels in determining if this requirement has been met.

#### ***9.4 Teacher supply***

The panel recognises the importance which the Teaching Council gives to the question of teacher supply. Having considered the quantitative and qualitative implications of this matter across the programmes currently presented for accreditation, the panel wishes to highlight its view that teacher workforce planning is an essential component of a balanced calculation of the future needs of Irish primary and post-primary schools and is consistent with long-term planning for the development of the teaching of Irish and of other specialist subjects. The panel believes that the Council should now encourage national consideration of this matter, with a view to ensuring that the needs of schools are met in an open, planned way, with due emphasis on quality, equity and accessibility.

#### ***9.5 Guidance on accreditation meetings with and visits to providers***

The panel recognises that the Teaching Council has, by necessity, tailored its review process and believes that the process is fair and accountable. The panel understands that it is the Council's intention to revise its Strategy for the Review and Professional Accreditation of Existing Programmes when the current cycle of reviews has been completed. It is suggested that when doing so, consideration should be given to the provision of templates and practice guidelines for meetings and visits.



## Appendix 1 - Review Panel Membership

### **Review Panel Chairperson: Professor Anthony Finn**

**Anthony Finn** is a Professor of Teacher Education and Professionalism in the University of Glasgow and Chair of the Board of the new Scottish College for Educational Leadership. He was Chief Executive of the General Teaching Council for Scotland (GTCS), the world's first independent, self-regulating professional body for teaching until his retirement in October 2013. Tony spent most of his career working in schools. Originally a Modern Languages teacher, he spent 18 years as Head Teacher of a successful secondary school. Before taking up his post with GTCS, he was Senior Manager (Depute Director) for Education in Fife.

**Claire Connolly** is the School Experience Co-ordinator at St Mary's University College, Belfast. She has experience in evaluating and reviewing modules, procedures and documentation to maintain the quality of teacher education programmes in SMUC. She has extensive knowledge of the Teaching Council's review and accreditation role, having previously served on several review panels for the Council.

**Derbhile de Paor** is a member of the Teaching Council. She was elected to the Council in the Munster constituency (primary). An experienced primary school teacher and school leader, at present she is Principal of Castleconnell NS in Co. Limerick. A graduate of Mary Immaculate College, her further studies include a Higher Diploma in Educational Administration (UCC) and a Masters in Educational Mentoring (UL). She serves on the Education and Disciplinary committees of the Teaching Council.

**Anne Feerick** is a Senior Inspector assigned to the Teacher Education Section of the DES. She is involved with the management of the National Induction Programme for Teachers (NIPT) and the Professional Development Service for Teachers (PDST). Anne has extensive experience in evaluating the work of both probationary and experienced teachers in schools and centres for education. Prior to joining the Inspectorate, Anne was an administrative principal in a large DEIS urban primary school and worked as a facilitator with the School Development Planning Service.

**Rapporteur: Dr Pádraig Ó Donnabháin** taught at primary-school level before working as an inspector of schools with the DES. He has extensive experience of schools and educational issues and, together with Professor John Coolahan, wrote *A History of Ireland's School Inspectorate 1831-2008*. He has acted as an adviser to the Education Committee and has served as Rapporteur on other reviews.

## **Appendix 2 – Meeting with Mary Immaculate College staff**

**Date:** 16.00 to 17.45 on 25 June 2014

**Venue:** Ashling Hotel, Dublin.

### **Attendance**

#### **For Mary Immaculate College:**

Prof. Eugene Wall Vice President, Academic Affairs.

Prof. Teresa O'Doherty, Dean of Education.

#### **For Teaching Council panel:**

Prof. Anthony Finn, Chair

Derbhile de Paor, Member

Claire Connolly, Member

Anne Feerick, Member

Dr Pádraig Ó Donnabháin, Rapporteur