

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

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

Name of Programme: **Professional Master of Education
(PME-Primary)**

Date: 6 November 2023

Publication of this Report

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

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Programme Overview

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

Professional Master of Education (PME – Primary), hereinafter referred to as ‘the programme’.

Background

Céim: Standards for Initial Teacher Education sets out the standards which programmes of initial teacher education in Ireland must meet in order to gain accreditation from the Teaching Council. It is also a benchmark for anybody seeking to register as a teacher in Ireland.

The Teaching Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education* (hereinafter referred to as the *Procedures*) sets out the process by which programmes are reviewed.

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

The Review Process

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

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

Step 7 Engagement with HEI	The panel chairperson and Teaching Council staff held a pre-meet with the President of MIE to discuss the personnel the panel wished to meet and to arrange a schedule for the site visit.
Site Visit	The review panel conducted a site visit to Marino Institute of Education on 21 September 2023. This was also attended by the rapporteur and Teaching Council staff. The following attended on behalf of Marino Institute of Education: • President MIE • VPAA/Registrar • VPAA/Education & Strategic Development • CFO and VP Professional Service • Dean of Education/Curriculum & Development • Dean of Education/Policy, Practice & Society • Programme Team B.Ed • Programme Team Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht) • Programme Team PME (Primary) • SP Coordinator and SP Tutors and Principals • Current students and recent graduates
Step 8 Review panel	The panel met to consider the clarifications and agree recommendations following the site visit.
Step 9 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 Marino Institute of Education.
Step 10 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 was impressed with the deep commitment of the staff and the high quality of the programme. The Panel appreciated the positive engagement of the participants in the review process and the site visit for the Professional Master's in Education (Primary) programme.

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

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

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

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The programme received academic accreditation prior to being submitted to the Teaching Council for professional accreditation and is in line with the Council's Registration Regulations 2016.	Yes
1.1.2 Conceptual Framework	The review process determined that the programme is supported by a clearly defined conceptual framework. 'The ethical values of knowledge, skill and competence underpinned by respect, care, integrity and trust (Teaching Council, 2016), resonate with MIE's Mission Statement and Guiding Principles and MIE Strategic Plan 2021-2026. These values are echoed in the four dimensions of teachers' practice which underpin the Professional Master of Education (Primary) (PME) Conceptual Framework; <i>instructional manager, caring person, generous expert learner and researcher, and cultural and civic being</i> (Conway et al., 2009).' In the application, Marino Institute of Education (MIE) demonstrated how the conceptual framework is developed in the context of the providers' mission and ethos and how it is informed by research and the Council's <i>Policy on the Continuum of Teacher Education</i>. The application evidenced how the conceptual framework provides a rationale for the model of ITE which has been adopted. 'PME students bring with them a variety of life, work and educational experiences. The programme is designed to accommodate this diverse student cohort by embedding principles of UDL and allowing for intensive focus on professional development. Underpinned by research informed pedagogy, PSTs are enabled be creative professional learners and to lead professional conversations.' The review process determined that the submission demonstrated that school placement is at the fulcrum of the continuum of teacher education. The application evidenced how key themes are revisited over the programme. The review process determined that the submission demonstrated that student teachers are given the opportunity to actively learn from practising teachers.	Yes

	'Practising teachers provide guest lectures on PME modules such as Professional Studies, SESE, P.E., and Language modules. The practising teachers collaborate with academic staff to plan these sessions. The role of practising teachers is to share their first-hand professional experience and to ensure that students can adapt their learning to the classroom environment.'	
1.1.3 Programme Aims	The review process determined that the submission clearly defined the aims of the programme, demonstrating how the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes. The programme learning outcomes are centred on four pillars: (1) Teacher as instructional manager; (2) Teacher as caring and moral person; (3) Teacher as generous expert learner and researcher; and (4) Teacher as cultural and civic person. These are conceptually-split with reference to learning, teaching, reflection, assessment, and inquiry and are organised with reference to a spiral curriculum approach. These conceptual markers are rendered explicitly throughout the documentation and specified in course handbooks. These learning outcomes compare positively with the literature and discourses of current national and international ITE/P programmes. 'The PME programme aims are a synthesis of the programme learning outcomes (PLOs) and are coded to identify their connection to individual PLOs. Aims are mapped to our contemporary expression of Conway's four roles of the teacher (2009), articulated in the Conceptual Framework.' 'The aims are closely aligned to the conceptual framework as they articulate the personal qualities (inclusive, caring, fair, reflective, agentic, critical) and professional qualities (critically aware of societal issues, inquiry-oriented, collaborative, improvement oriented) to which MIE aspire for graduates'. The review process determined that the submission demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities. 'Our goal is to prepare PSTs who are committed to a life of continuous learning and professional development and are passionate about learning, and	Yes

	curious about the world (Moore, 2015; Cruickshank et al., 2016). 'Reflective of national priorities, the PME programme has been revised since 2014.' The review process determined that the submission demonstrated that the programme will enable newly qualified teachers to facilitate quality teaching and learning for all pupils, how it prepares student teachers for teaching, learning, reflective practice, and assessment in their schools, and prepares them for entry to their professional role. The application demonstrated how the programme aims foster student teachers' agency and mind-set to be open to professional growth and learning over the course of their careers, to reflect on their own professional learning and that of their pupils, and to support their pupils in achieving their full potential. 'The programme aims to prepare teachers who make professional decisions with agency and confidence, using the skills, knowledge and understanding developed during ITE as a foundation, and who continue to learn and develop as trusted professionals.'	
1.1.4 Programme Duration & Balance	The review process determined that this consecutive programme meets the criterion of a minimum of two years duration, and how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure. Professional Master of Education in Primary Education is a two year, 120 ECTS consecutive programme. The submission demonstrated that the programme is structured in a manner which ensures that there is a balance between all areas of study over the course of the two years. Marino Institute of Education demonstrated that all areas of study are relevant to students' future work as teachers, that the programme will facilitate student teachers' personal development and their growth and wellbeing into their professional role, enabling them to become responsible, trustworthy, and reflective practitioners who are prepared for life in the classroom. 'In recognition of PSTs as lifelong learners and future Treoraithe, students are afforded numerous opportunities to engage in professional conversations, and critical reflection on practice during their initial teacher education. Through collaborative, knowledge sharing initiatives, the programme prepares teachers	Yes

	who appreciate the wisdom of experienced colleagues and are unafraid to seek support.' The Panel is satisfied that the submission demonstrated that the programme prepares student teachers for life in the classroom and for active engagement in teaching within a professional learning community, reflecting the core values of trust, care, respect and integrity.	
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. 'Na Tréimhsí Foghlama sa Ghaeltacht are an integral part of the ITE programme. They build on and complement the content of modules taken in MIE in 'Irish', 'Irish Methods', and 'Teaching Through the Medium of Irish, Language and Culture'. Careful planning ensures that no unnecessary repetition of content covered in MIE occurs during Na Tréimhsí Foghlama sa Ghaeltacht.' The review process determined that the programme provides opportunities for student teachers to meaningfully integrate their experience into their learning in the HEI. 'For PME1 students, the timing of the first Tréimhse Foghlama sa Ghaeltacht at the two-week Easter period ensures that the students take their annual Oral Irish examination immediately after they return from the Gaeltacht. Close integration between the ITE programme and Na Tréimhsí Foghlama sa Ghaeltacht is further enhanced by requiring the students to present their Fillteán Foghlama at the Oral Irish examination and to discuss aspects of content and tasks therein, thereby ensuring that there is an assessment link also.'	Yes
1.1.6 Integration and Diversity of Programme Content	Marino Institute of Education has demonstrated that foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice; that the programme design follows a spiral learning approach, and that the programme allows student teachers to experience a variety of teaching, learning and assessment modes whilst providing for small group work and tutorials. Students engage in reflective activities and are given opportunities for individual and collective reflection.	Yes

	Two innovative, creative and high leverage practices included in the documentation are Approximations of Practice and the Post-placement Interview. These are cornerstone teaching and learning practices in the programme. They work interactively as key variables in a highly developed, supportive and positive school placement process. 'The reiteration of key topics over the course of the programme, enables PSTs to embrace cross-curricular cross-programmatic links and to foster deeper understandings.'	
Aptitude Test	Marino Institute of Education completed an 'Aptitude Test' declaration form, confirming that the programme design allows for the provision of 'aptitude tests' for teachers who have qualified outside of the State.	Yes
<u>1.1.7 Required Areas of Study</u>	The review process determined that the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard. <u>Foundation Studies</u> The foundation studies element of the programme provides research informed insights to support student teachers' understanding of the practices of teaching, learning and assessment for all pupils, provides the basis of a strong professional ethic in teaching and learning and includes curriculum studies, the history and policy of education, philosophy of education, psychology of education and sociology of education. 'The Psychology and Early Childhood Education (PME1) module is a mandatory 5 ECTS module which integrates foundation studies disciplines to provide a rich exploration of theory and practice relating to Early Childhood (ECE). Through careful integration, PSTs learn to identify and appreciate the connections between these cognate areas and the implications of theory for practice.' The programme enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it, and explores key dimensions of the professional context in which the thinking and actions of teachers are carried out. <u>Professional Studies</u> Marino Institute of Education demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.	Yes

	'In developing their own subject knowledge, PSTs learn about developing children's phonological awareness, teaching through a Language Experience Approach, effective phonics instruction and the teaching of high frequency words.' The programme ensures that opportunities are provided for students to experiment with and explore new and emerging technologies for teaching and learning and that their communication skills are advanced. 'PSTs are offered opportunities to examine a variety of ways in which technology can be used to both mediate learning and support the language curriculum in an integrative way. This includes using digital tools to teach and assess phonics knowledge; tools for digital assessment of literacy competencies; digital tools and resources to support children learning English as an additional language; creating and utilising digital resources to support literacy instruction (e.g. phonics games, book creators, Padlets, read-aloud repositories etc.); and the use of digital tools for the playful use of language and storytelling (robotics).' Further, it demonstrated how the Professional Studies elements of the programme ensure that teaching itself is understood and practised as a form of self-critical learning by student teachers, with ample opportunities for individual and collaborative reflection, and engagement in and with research. 'PST engagement is stimulated through optionality/choice that is embedded in learning tasks and assessments e.g. choice in how they present their work (orally, online forum posts, written). This approach to practicing agency, mirrors the instruction methods required of the contemporary literacy educator, employing a range of reflective, active, engaging and playful methodologies whilst modelling the Gradual Release of Responsibility (Fisher & Frey, 2021) in the application and contextualisation of relevant theory to practice.' <u>School Placement</u> Marino Institute of Education demonstrated how the school placement model on the programme provides opportunities for student teachers to experience a high support/high challenge model of placement: 'School Placement is supported by dedicated Professional Studies modules (PME1-2), which prepare students to reach their potential during SP. PSTs engage in peer collaboration such as in-class tasks, collaboratively planned schemes and paired	
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	placements; staff collaboration such as working with their tutor and lecturers; and in-school collaboration such as working with their Treoraí and school community.' Students are given the opportunity to observe experienced teachers and to plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels. The student teacher will be encouraged to reflect critically on their practice and programme of study through their Taisce, reflecting on feedback and identifying areas for further professional learning for Droichead. Underpinning the concepts of learning about teaching and learning for teaching is a progression along a critical reflection continuum, with increasing levels of complexity and criticality across the duration of the programme. Students spoke about the value of having a thesis wrapped around their own teaching and learning research interests. Students also spoke about the quality of the research supervision that helped them to conceptualise, develop, enact and bring the thesis project to completion. 'Reflection takes place through a variety of media including self-reflection, dialogue with peers and the creation of e-Portfolios. The relationship between theory and practice is consolidated by linking aspects of taught courses with specific placements via reflective practice.' <u>Core elements of programmes of ITE</u> The review process determined that the following elements underpin all aspects of the programme. A number of examples of culturally-relevant and responsive teaching and learning in relation to inclusive education, global citizenship education, and sustainable education were evidenced across the full scope and sequence of the programme, including local, national and international engagements and projects with schools, communities, and broader society. <u>1. Inclusive Education</u> The submission demonstrated that inclusive education is an important aspect of the programme. 'The PME programme aims to generate learning that facilitates students to become inclusive educators.'	
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	Each module is underpinned by theoretical, historical and philosophical considerations of inclusive education. The study of inclusive education introduces PME students to an understanding of difference and diversity, locally and globally, from a human rights perspective and through a lens of equity and social justice. The three core disciplinary fields of Special Educational Needs, intercultural education/global citizenship education, and educational disadvantage are each rooted in social justice and human rights perspectives throughout this module.' <u>2. Global Citizenship Education</u> Marino Institute of Education evidenced how global citizenship education, education for sustainable development, wellbeing (personal and community), social justice, interculturalism are integrated into the programme. 'Global Citizenship Education is evidenced across the PME programme both implicitly, explicitly across and within all modules as well as in discrete and specific modules.' <u>3. Professional Relationships and working with parents</u> The review process determined that the submission evidenced how the programme supports and encourages student teachers to establish working relationships with parents and other stakeholders in the education sphere. 'The core element of Professional Relationships and Working with Parents permeates both years of the PME degree. Student learning is incremental and develops in line with their teacher education trajectory, from being enabled to conduct meetings with parents/guardians about a pupil and about teaching in Teaching and Learning: Approximations of Practice (PME1), to engaging in professional discussions with class teacher, principal, and HEI tutor in Professional Studies (PME2) and School Placement, to being enabled to appraise current policy, provision and practice in Inclusive Education (PME2), and culminating in actively participating in a professional learning community in Advanced School Placement (PME2).' <u>4. Professional identity and agency</u> The application demonstrated how the programme supports the development of the teacher as a self-reflective autonomous professional and a life-long learner.	
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	'Teacher agency is recognised as a crucial element in shaping teachers' professional identities (Eteläpelto et al., 2013) and in developing their decision-making (Sannino, 2010). Cognisant of how teacher motivation and sustainability in the profession is enhanced by reflection on one's own professional identity (Wang & Zhang, 2021), the programme promotes a praxis of student teacher as moral practitioner, emphasising how teachers' belief systems impact and influence their professional practice.' <u>5. Creativity and Reflective practice</u> Marino Institute of Education demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators and researchers: 'Reflecting the key principles and competencies underpinning the Primary Curriculum Framework (2023), creativity is embedded across the PME programme.' 'Research Methods 1 (PME1) builds on PSTs' reflective and critical exploration of research design in education with a view to the practicalities of conducting research; providing students with a critical grounding in the key debates around research-based evidence both within and outside of education.' <u>6. Literacy and Numeracy</u> The programme design shows a commitment to enhance students' own literacy and numeracy while also ensuring that they learn techniques to develop their future pupils' literacy and numeracy skills in their future teaching careers. 'A key focus in lectures on the PME programme is on implementing the Primary Language Curriculum (2016). The approach to the development of literacy is two-fold on modules with literacy components in both English and Irish language i.e. the competence of the student and the competence of the child being taught.' 'From the outset, PSTs on the PME programme are afforded the opportunity to evaluate their own mathematical knowledge and understanding using feedback from a mathematics assessment administered at the beginning of PME 1. Using this assessment, students carry out an initial evaluation of their own knowledge, identify their strengths and challenges in relation to primary mathematics content and plan for their own development in relation to competency in primary mathematics.'	
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	<u>7. Digital Skills</u> Marino Institute of Education demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students. ‘Within the PME programme, there is a discrete module that focuses on enabling PSTs to develop digital skills: Creative Technologies for Teaching and Learning (PME1) is a compulsory 5 ECTS module which enables PSTs to identify, develop and apply the digital skills and competencies, required for teaching and learning, in an experiential way.’	
1.1.7 Primary Programme Requirements	Gaeilge The submission demonstrated how the programme develops students’ confidence and competence in Irish. ‘Cognisant of the very important role that primary teachers have in teaching Irish to young learners, the PME programme prioritises the development of PSTs’ content, attitude and pedagogical knowledge in relation to Gaeilge (PME1 and PME2). PSTs are supported in developing confidence and competence in written and oral Irish related to the classroom, so that they can teach Gaeilge, and other subjects, through the medium of Gaeilge, effectively and creatively and use Irish informally outside of the Irish lesson with children and other members of the school community. Handbooks have been devised to support academic writing in Irish and professional use of Irish on school placement.’	Yes
	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. ‘The child is at the centre of the study of Psychology and Early Childhood Education. Both disciplines are integrated to explore, through theoretical and practical lens, how best to work with young children to support them to lead fulfilling lives. This central focus on the child engenders a strong professional ethic in PSTs.’ ‘The module leaders for Psychology and Early Childhood Education have identified three pillars upon which the Psychology and Early Childhood module is based, namely, (a) Factors that influence children’s development and implications for learning; (b) Language development and Emergent Literacy; (c)	Yes

	Emotional development, development of self and Behaviour Management.'	
1.1.8 Learning and Assessment Strategies	In the submission, Marino Institute of Education demonstrated how the principles, beliefs and values about teaching, learning and assessment which are set out in the conceptual framework are evident in the teaching, learning and assessment modes used in the programme. It demonstrated the relationship (constructive alignment) between the learning opportunities and the assessment criteria which student teachers are expected to meet, and how the assessment processes and procedures are coherent and integrated using a variety of assessment modes. Student teachers are introduced to a wide variety of assessment modes. 'Conway's (2009) four roles of the teacher, which inform the PME Conceptual Framework, include considerations of assessment. The teacher is expected to be able to engage in planning for assessment, to be able to identify, devise and select suitable formative and summative assessment strategies and to keep abreast of new knowledge about assessment. The PME programme provides opportunities for students to learn about assessment in primary school in a focused way, for example, in Psychology and Early Childhood Education, Inclusive Education, Maths Methods and Subject Knowledge, and Physical Education.' 'While PSTs are learning about the use of assessment with pupils, they are also engaging in modes of formative, summative and continuous assessment as learners. Modelling a varied, dynamic, and research-informed approach to assessment is essential, not only to support the diverse needs of PSTs and pupils in the classroom, but also to develop a nuanced understanding of assessment design.'	Yes

Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	The review process determined that the programme meets this standard by providing: • programme staff qualifications and experience • evidence that from September 2022 at least 50% of all School Placement Tutors are registered as teachers with the Teaching Council, with 78% of their existing placement tutors registered with the Teaching Council.	Yes

	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. It also demonstrated how the student: staff ratio of 15:1 is achieved, with the programme demonstrating a current ratio average of 9.26:1. Marino Institute of Education evidenced the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including those relating to learning and development and continuing education.	
1.2.3 Facilities	The application established that there are appropriate facilities available to support research and teaching and learning, providing the following: a library with reading rooms, individual and group study spaces and a helpdesk, digital technology resources, microteaching facilities and other specialist facilities, along with outdoor and play spaces.	Yes
1.2.4 Student Support and Guidance Systems	The submission demonstrated the provisions that are in place for the personal and social development and pastoral care of student teachers. ‘Students are supported personally and socially by professional, academic and administration staff. Meitheal is a cross-institutional committee which coordinates all student supports to maximise impact and minimise overlap.’ ‘A reciprocal arrangement exists where MIE students may join clubs and societies in TCD and TCD students may join clubs and societies in MIE.’	Yes
1.2.5 Communication and Decision-making Structures	The submission demonstrated the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes. ‘Staff and students are represented on all programme boards, Academic Council and on Governing Body. They can influence courses through expressing their views at programme board meetings.’	Yes
1.2.6 Financial Resources	The review process determined that the programme is adequately resourced to ensure that programme aims are met.	Yes

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	The Marino Institute of Education school placement model supports the shared vision for school placement. The review process determined that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners. ‘A strong School-HEI partnership is sustained through open communication and regular engagement with schools for research projects, guest presentations and review processes; invitations to in-person and virtual events; engagement with union and management bodies, and above all a shared commitment to quality teaching and learning.’	Yes
1.3.2 Duration	The review process determined that the submission demonstrated that the duration of the school placement is in compliance with the Teaching Council's requirements of 24 weeks, with 24.6 weeks of placement and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard.	Yes
1.3.3 Elements of School Placement	The application showed that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the Guidelines on School Placement and regarding the stage the student teacher is at on the programme. The Panel was very impressed with the clarity and relevance of the SP-related documentation, the SP Handbook and the related policies, notably the Attendance Policy and the Mentoring Programme for students who have had difficulty and require support. Other examples of this high-quality provision included the coherent approach to SP supervision, most notably, the CPD for SP Tutors and the extensive grade descriptors alongside comprehensive information provided to Tutors, as well as schools. The responses of Treoraí, School Principals, and current students and graduates to the SP administration, organization and communication were categorical and positive.	Yes
1.3.4 School Placement Models	The review process determined that school placement models are developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement.	Yes

1.3.5 Securing of Placement	The review process determined that the submission demonstrated that Marino Institute of Education assumes overall responsibility for the placement of student teachers. 'In partnership with our school network, the placement team and wider staff work together to ensure that students engage in high quality, structured, sequential placements, supported by teachers at different phases of the continuum.'	Yes
1.3.6 Diversity of Placement Settings	The programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts.	Yes
1.3.7 Taisce in School Placement	The submission provided evidence of the approaches Marino Institute of Education is utilising 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 Examples of working with parents as part of the wider circle of professional relationships inherent in ITE, including pupils, peers, external agencies, and others, is evidenced in the submission and was positively discussed by Module Leaders, SP Tutors, and School Principals in meetings during the site visit. The Post-placement interview allows students to 'articulate the contribution of the School-Based Activities block to their professional learning journey. They are required to engage in reflective analysis and synthesis of the SBA element of Advanced School Placement; demonstrate an excellent level of personal learning and growth; show a deep level of self-awareness and articulate the steps on their professional and learning journey as a springboard to their professional conversations with the Professional Support Team (PST) during Droichead.'	Yes
1.3.8 Research in School Placement	The review process determined that the student teacher engages in research on their own practice that demonstrates the connection between the sites of practice during at least one school placement module. A noteworthy feature of the thesis structure and content is the use of a fifth chapter which allows a student to move beyond a theoretical exploration of an educational issue to the implications of their findings for their own practice during their SP.	Yes

1.3.9 School Placement: Evaluation and Assessment	The submission demonstrated that all student teachers are supported and assessed by two or more placement Tutors, and at least once by a registered teacher. It outlined the teaching enrichment and mentoring support offered to students who fail a module of school placement. The Post-Placement Interview is a distinctive feature of the SP experience and is used as a substantive component of the assessment process. More specifically, the interview is designed to help students articulate linkages between theory and practice, campus and placement, and personal and professional development experiences. The PPI has significant potential for helping students recursively and reflexively bring together discourse, practice, reflection and criticality.	Yes
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Recommendation

Having regard to the documentation that was submitted, the panel adjudges that the programme meets the standards set down by the Teaching Council in *Céim: Standards for Initial Teacher Education*.

Accordingly, it recommends to the Teaching Council that the programme be granted accreditation.

Appendix 1 - Review Panel Membership

Chair: Professor Jim Deegan

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

Panel Member: Mr Micheál Ó Gríofa

Micheál Ó Gríofa is a former primary teacher and primary school principal. He was a School Placement tutor following retirement. In 2005 he was elected by primary teachers in the Dublin constituency to the first Teaching Council in 2005 and served as a member of the Council until 2016. He served as a member of the Registration Committee, Investigation Committee and Chairperson of An Chomhairle Mhúinteoireachta from 2012 to 2016.

Panel Member: Dr Claire Connolly

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