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

An Chomhairle Mhúinteoireachta
The Teaching Council

Name of HEI: **Hibernia College**

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

14 April 2023

Contents

Programme Overview

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

Professional Master of Education in Primary Education, 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.

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

The Review Process

The review of the **Professional Master of Education (Primary Education)** at **Hibernia College** took place between October 2022 and April 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	The Council notified Hibernia College of its intention to review the Professional Master of Education (Primary Education) on 31 August 2021.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and Hibernia College on 20 September 2021 to provide an overview of the submission documentation and answer queries from Hibernia College.
Step 3 Submission of Pro Forma	Hibernia College sought to postpone the deadline for submission of the proforma and supporting documentation, which was duly granted by the Teaching Council. Hibernia College submitted the proforma and supporting documentation for the Professional Master of Education (Primary Education) on 14 October 2022.
Step 4 Desk-based Review	A desk-based review was conducted by the Council staff on 24 October 2022.
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 acting director, with Dr Mary Fleming as Chairperson and Ms Mary Dunne, Mr Ciarán Flynn and Professor Christine Forde 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 Hibernia 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 of the Teaching Council and her executive staff nominees.
Step 6 Review panel meeting 1	The panel met on 25 January 2023 to consider the submission. They requested clarifications from Hibernia College on 7 February 2023. Hibernia College responded to this request on 24 February 2023.
Step 7 Engagement with HEI	The panel chairperson and rapporteur held a pre-meet with the Academic Dean on 9 February 2023 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 Hibernia College on 16 March 2023. Discussions at the site visit were chaired by panel member Ciarán Flynn, as Dr Fleming was unable to attend. This was also attended by the rapporteur and Teaching Council staff.

The following attended on behalf of Hibernia College:

- Mr David Carpenter (CEO)
- Dr Mary Kelly (Academic Dean)
- Mr Fran McKeagney (Head of Digital Learning)
- Ms Eileen Mooney (CFO)
- Mr Rob O'Neill (Head of IT)
- Dr John Mescal (Primary Director)
- Mr Kevin Quinn (Primary - Lecturer)
- Dr John Meegan (Primary - Lecturer)
- Ms Eibhlís Ní Shúilleabháin (Primary - Lecturer)
- Ms Michelle Nicholas (Primary - Lecturer)
- Dr Lorraine McCormack (Primary - Lecturer)
- Ms Breda Coleman (Primary – Lecturer SP Tutor)
- Dr Linda Butler Neff (Primary - Lecturer)
- Ms Maggie Green (Primary - Lecturer)
- Dr Margaret Kernan (Primary - Lecturer)
- Ms Patricia Nunan (Post-primary Director)
- Dr Frank Kehoe (Post-primary - Lecturer)
- Dr Anne-Marie Doran (Post-primary - Lecturer)
- Dr Anne-Marie Curneen (Post-primary - Lecturer)
- Mr Richard Egan (Post-primary - Lecturer)
- Ms Caroline Hogan (Post-primary)
- Ms Elva Casey (Registrar)
- Ms Vera Shanahan (Primary Pedagogy)
- Dr Barry Morrissey (Primary Pedagogy / Research)
- Ms Maire McManus (Primary Pedagogy)
- Dr Ray Walsh (Post-Primary Foundations)
- Ms Nicola Bourke (Post-primary Methodologies & Research)
- Ms Caroline Harrison (Post-primary SP Module)
- Mr Mark Spencer (Post-primary Methodologies)
- Ms Michelle Synott (SP Tutor / Treoraithe)
- Mr Damien Keane (SP Tutor / Treoraithe)
- Mr Ger Looney (SP Tutor / Treoraithe)
- Ms Anne Murphy (SP Tutor / Treoraithe)
- Ms Niamh Owens (Graduate)
- Ms Hazel Travers (Graduate)
- Ms Maire Twomey (Current Student)
- Ms Romina Fernandez (Current Student) |
| **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 Hibernia College.
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 recognises and appreciates the professional and deep engagement of the Hibernia College Management, School of Education and members of the programme team with the accreditation process**.** The institutional level support and commitment to Initial Teacher Education (ITE) is significant, as is the clearly articulated vision for ITE as an integral entity in Hibernia College's provision.

The submitted documentation and the subsequent discussions at the onsite meeting in Hibernia College demonstrated that the programme's design is guided by a clear conceptual framework as well as considered integration of the Céim standards. The conceptual framework delineates a set of principles that reflect the requirements of the ITE standards and current concerns in initial teacher education internationally. The entire approach to the management of the programme is admirably authentic and reflects understanding and recognition of the requirements for quality ITE provision.

In the College there is a strong emphasis on building the capacity and capabilities of staff to provide a high quality, research-informed postgraduate primary initial teacher education programme. The quality and standard of the blended learning facilities is impressive, as is the resource planning for the digital learning platform together with a significant investment in academic and technical staff to support professional learning.

The Panel observed impressive enthusiasm, passion and proactive engagement with the primary programme by members of staff at the site visit which was reinforced by the current students and recent graduates that the panel met. The programme demonstrates clear alignment with the student teacher's trajectory of learning and professional development as reflective practitioners. There is a clear focus on teacher identity and agency as the participants progress from student teacher to novice teacher.

Overall, the primary programme's design provides a solid foundation for the transition from student teacher to practicing teacher. The programme is research driven and led with a strong and consistent emphasis on enabling and supporting the student teacher as professional and evidence-based practitioner.

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The programme has been submitted for revalidation with QQI and has been approved subject to professional accreditation from the Teaching Council and adherence with any requirements. Once it has received professional accreditation from the Teaching Council, the QQI validation process will be finalised.	Yes
1.1.2 Conceptual Framework	The review process determined that the conceptual framework is developed in the context of the provider's mission and ethos to: "Foster a love of learning in students in the pursuit of the values of justice, respect and integrity within an atmosphere of creativity, innovation and respect for diversity. The transformative nature of education in society is foundational to upholding the honour and dignity of the teaching profession." The review process determined that the submission demonstrated aligning practitioner forms of research such as action research and practitioner enquiry and reflection with the development of teacher agency (one of the four pillars). From the site visit, the evidence pointed to a developing holistic approach to research underpinning each of the four pillars in Initial Teacher Education. The submission demonstrated the core idea that being and becoming a teacher is a lifelong process involving knowledge and skills as well as the development of teacher voice and agency and a commitment to the needs of all learners. The application evidenced how the conceptual framework provides a rationale for the model of ITE which has been adopted. "In developing this programme, the College has considered the best practice evident nationally and internationally in teacher education programmes as well as national and international research." The application demonstrated how school placement is the fulcrum of the continuum of teacher education. "Sociocultural theories of learning recognise the importance of social interaction with a more experienced 'other' in	Yes

	helping learners to construct new understandings. School placement therefore provides an opportunity for students to gain the knowledge and skills required for teaching and the opportunity to tap into the personal and professional craft knowledge of experienced teachers."	
	The review process determined that the submission demonstrated that student teachers are given the opportunity to actively learn from practising teachers.	
	"The blended learning model employed by Hibernia College enables the Programme Director to ensure that all professional studies modules are delivered by qualified teachers, with relevant and recent experience of teaching in the classroom."	
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.	Yes
	"The PMEP aims to equip new entrants to the teaching profession with the professional knowledge, understanding, creativity and reflective practice required to fulfil the primary role of the teacher to educate."	
	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.	
	"The programme has been designed to ensure that modules reflect the current Draft Primary Curriculum Framework along with other national priorities as identified in Céim core elements."	
	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 overarching aim of the PME programme is to prepare high-quality primary school teachers, with critical knowledge and an appreciation of the discipline of education."	
	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 centrality placed on reflective practice throughout the programme promotes continual self-evaluation and collaboration to ensure that students have acquired the necessary skills, knowledge and professional dispositions to adapt to an evolving, diverse pedagogical environment."	
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. Hibernia College demonstrated that all areas of study are relevant to students' future work as teachers, that the programme will facilitate student teachers' personal development and their growth and wellbeing into their professional role, enabling them to become responsible, trustworthy, and reflective practitioners who are prepared for life in the classroom. "Each module is specifically related to the student's future work as a teacher and iterative development as a professional. The programme establishes foundational knowledge to launch the student's understanding of the complex and changing context within which they will work, how children learn and what factors influence this learning." 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.	Yes
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. Based on student location and preference, students can choose to attend the Gaeltacht in Gweedore, Co. Donegal, Connemara, Co. Galway or Dingle, Co. Kerry for two weeks in Year 1 and two weeks in Year 2 of the programme.	Yes

	Hibernia College requires each provider to sign a declaration confirming that they will follow *Na Siollabais Oifigiúla do na Tréimhsí Foghlama sa Ghaeltacht do Mhic Léinn Oideachais.*	
	"The Fillteán Foghlama developed by students during their Tréimshí is of relevance to three modules across the programme of ITE."	
	The review process determined that the programme provides opportunities for student teachers to meaningfully integrate their experience into their learning in the HEI.	
	"Students have the opportunity to use and build upon their portfolio of Irish language-teaching resources developed as part of Tasc 2 of their Fillteán in Block 1 in the assessment of the PMEP105 Professional Studies Languages, Literacy and Learning module."	
	Tá an Painéal sásta go bhfuil an Tréimhse Foghlama sa Ghaeltacht ag teacht go hiomlán leis na caighdeáin atá leagtha síos i Céim: Caighdeáin d'Oideachas Tosaigh Múinteoirí.	
1.1.6 Integration and Diversity of Programme Content	Hibernia College 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.	Yes
	The site visit demonstrated to the panel the importance the programme places on 'hands-on learning' in developing pedagogic practice.	
	The panel acknowledges the strengths of digital learning and the opportunities provided for through collaborative learning and practice-based learning through the face-to-face teaching sessions as a critical element of the programme.	
	"Choice of learning activities is provided on all modules. For example, students can read programme content or watch a visual presentation, depending on their individual learning style. Diversity of programme content is further established in the modes of assessment used. Assessments vary between writing academic essays, critical and reflective writing, planning tasks, designing resources including digital resources, recording asynchronous content, research and responding to case studies."	

	Students engage in reflective activities and are given opportunities for individual and collective reflection. Students have "…opportunities to engage in online collaborative learning groups through the Cohort App. Students and tutors can set up groups based around different themes or discussion topics."	
Aptitude Test	Hibernia College completed an "Aptitude Test" declaration form, confirming that the programme design allows for the provision of "aptitude tests" for teachers who have qualified outside of the State.	Yes
1.1.7 Required Areas of Study	The review process determined that the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard. Foundation Studies 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 Foundations of Education disciplines are explored discretely across two 5 credit modules: PMEP101: History and Policy of Education/Philosophy of Education and Curricular Studies and PMEP102: Sociology of Education/Psychology of Education." 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. Professional Studies Hibernia College demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge. "Through the engagement of students with professional studies, the programme equips new entrants to the teaching profession with the pedagogical and content knowledge, creativity and reflective practice required to fulfil the primary role of the teacher to educate."	Yes

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.

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.

School Placement
Hibernia College 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 (SP) is recognised as a challenging and rewarding aspects of initial teacher education (ITE), prized by students and teachers as the element most tangibly linking theory with practice. As a period of intensive development, it enables student to acquire and hone the skills and professional dispositions for the modern classroom."

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.

"SP begins with a period of observation and associated tasks. Observations are conducted within the context of the school and classroom where SP takes place and in two additional contexts for the Foundation of Education Observation Week and The Special Education Needs Observation Week, thus facilitating a wide variety of contextualised experiences."

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.

"They collaboratively reflect upon the practice, settings and school structures during Reflection Week using a Community of Learners."

Core elements of programmes of ITE

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

1.Inclusive Education

The submission demonstrated that inclusive education is an important aspect of the programme.

"The thematic focus of School Placement 2 (PMEP108) is The Inclusive Teacher, where students are required to plan and implement the curriculum considering the diverse needs of pupils."

and

"UDL and inclusive learning is one of the school placement assessment criteria."

2. Global Citizenship Education

Hibernia College evidenced how global citizenship education, education for sustainable development, wellbeing (personal and community), social justice, interculturalism are integrated into the programme.

In module PMEP 104 Professional Studies: A Global Curriculum (Social and Environmental Education, GCE), "…students learn about global citizenship education for sustainable development, wellbeing, social justice and interculturalism" and "are enabled to think critically, question, critique, understand and reflect upon the root causes of local and global injustices, human rights, inequalities and solutions in an interdependent world."

3. Professional Relationships and working with parents

The review process determined that the submission evidenced how the programme supports and encourages student teachers to establish working relationships with parents and other stakeholders in the education sphere.

"The theme of The Professional Teacher is also explored through approximations of practice and micro-teaching at Face-to-face days where students are given opportunities to practise interacting with members of the school community in a variety of different scenarios such as parent-teacher meeting preparation and simulation and communicating effectively with parents."

4. Professional identity and agency

The application demonstrated how the programme supports the development of the teacher as a self-reflective autonomous professional and a life-long learner.

"The concept and role of professional identity and agency are critically examined through a lens of ethical practice of teaching as outlined in the standards of The Code of Professional Conduct for Teachers and its four underpinning core values, respect, care, integrity and trust (The Teaching Council, 2016)."

5. Creativity and Reflective practice

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

"The concepts of the teacher as a reflective practitioner, innovator, and researcher are integrated across all aspects of the PMEP programme."

"Students engage in practice-based critical reflection on professionalism and teaching, learning and assessment experiences, and observations to inform their research module (PMEP110 Research Evidence-Informed Pedagogical Practice."

6. Literacy and Numeracy

The programme design shows a commitment to enhance students' own literacy and numeracy while also ensuring that they learn techniques to develop their future pupils' literacy and numeracy skills in their future teaching careers.

"Literacy and numeracy skills are recognised as essential strengths for a primary school teacher to model and utilise across all aspects of the curriculum and the school day.

"Students are required to demonstrate their competence in teaching and assessing English and Gaeilge during periods of School Placement and must teach English and Gaeilge in all placements."

7. Digital Skills

Hibernia College demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.

"…students enhance their digital literacy and competencies through exposure to practical tools and resources which can

	be implemented during placement to support classroom management, assessment, pupil reflection, lesson resources and showcase content creation tools."	
1.1.7 Primary Programme Requirements	Gaeilge

The submission demonstrated how the programme develops student's confidence and competence in Irish.

The "PMEP 114 An Ghaeilge Ghairmiúil" module "aims to develop student confidence in speaking the language so that they will have the ability to communicate effectively through the medium of Irish in an informal manner as members of the school community and have the language skills required to conduct Gaeilge lessons through the medium of Irish." | 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.

"A dedicated elective module to early childhood education titled, Outdoor Play and Learning in Early Childhood provides students with the opportunity to develop in-depth knowledge and skills to plan and facilitate rich and inclusive outdoor learning opportunities for children in Stage 1 and 2, Junior Infants to 2nd class." | Yes |
| 1.1.8 Learning and Assessment Strategies | In the submission, Hibernia College demonstrated how the principles, beliefs and values about teaching, learning and assessment which are set out in the conceptual framework are evident in the teaching, learning and assessment modes used in the programme. 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.

"A variety of diverse assessment approaches are adopted and can include purposeful combinations of assessment artefacts or the inclusion of choice to ensure access to, engagement by, and achievement of module outcomes by all students."

Student teachers are introduced to a wide variety of assessment modes including "pupil led assessment such as peer and self-assessment, conferencing, pupil portfolios and concept mapping to more teacher lead assessments such as | Yes |

	teacher questioning, observation and teacher designed tasks."	

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 88% of their existing placement tutors registered with the Teaching Council. The application demonstrated the staff distribution mechanisms they have in place to show that prior to qualification, while on school placement, a student teacher will be summatively assessed at least once by a registered teacher. It also demonstrated how the student: staff ratio of 15:1 is achieved, with the programme demonstrating a current ratio average of 12.229:1 Hibernia College 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.	Yes
1.2.3 Facilities	The application established that there are appropriate facilities available to support research and teaching and learning, providing the following: an online library, digital technology resources (for example MyHelms, Sharepoint & Cohort App), classrooms with microteaching facilities and other specialist & sports facilities in selected schools.	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 including a facility to book a one-to-one clinic with a dedicated Student Support Officer, a counselling service, and an optional 6-week weekly wellness programme.	Yes

	Hibernia College confirmed that students who fail to complete all programme requirements will be entitled to the transcripts of results which, depending on their intended future area of study, may be used as a means of seeking certain academic exemptions in the future.	
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. "The Programme Board includes the programme management team, programme support team, members of faculty, adjunct faculty, students and other relevant stakeholders (for example, employers, placement providers, collaborating partners). "Overall academic development and control is vested in the Academic Board."	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 Hibernia College 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. "Hibernia College prepares students for their early experiences in the classroom by engaging them with a combination of synchronous and asynchronous lectures and tutorials that allow students to connect as a community of learners. For School Placement, this engagement and peer collaboration is further enhanced by the facilitation of micro-teaching and approximations of practice at face-to face days."	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 and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard. "Over the course of the two-year programme, students complete 24 weeks of placement in line with Teaching	Yes

	Council requirements and satisfying the minimum of 200 hours of direct teaching experience."	
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. School placement is very well structured, designed and supported within the primary programme. The placement handbooks for students, tutors and school personnel (Treoraithe and other personnel) provide focus clarity and consistency on each stakeholder's requirements and responsibilities. The work to ensure quality and consistency in school placement is ongoing and includes the provision of webinars for school personnel, a new Treoraí Continuing Professional Development (CPD) micro-credential/e-badge course and CPD opportunities for school placement tutors at timely intervals. "The first school placement takes place in year one of the programme and students plan and teach three lessons per day. There is a significant focus on observing and collaborating with the Treoraí and students are encouraged to seek feedback and to assist with class routines and participate in any team-teaching activities."	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. "Hibernia College collaborates with host schools, principals and Treoraí to ensure placements are effective and supportive for students and host schools. Partnerships have been fostered and continue to develop with a diverse range of nationwide schools." The submission detailed host school webinars, post placement surveys, enhanced communication measures, Treoraí handbooks and Treoraí CPD.	Yes
1.3.5 Securing of Placement	The review process determined that the submission demonstrated that Hibernia College assumes overall responsibility for the placement of student teachers.	Yes
1.3.6 Diversity of Placement Settings	The programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts.	Yes

1.3.7 Taisce in School Placement	The submission provided evidence of the approaches Hibernia College 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 In Year 2 Semester 2, students "reflect on parents as stakeholders in education in SEN setting in SEN Observation Report and consider the value of communication and relationship building." Taisce is a core activity that underpins and threads across all aspects of the programme and particularly school placement. The professional identity and agency development of the student teacher is clearly articulated and demonstrated. Taisce supports and enables the student teachers' incremental understanding and appreciation of the practice of teaching and the importance of reflection as a professional learning and developmental endeavour.	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. Research development is enquiry led, embedded and opportunistic, and spans across many modules culminating with a final research dissertation. The dissertations cover a wide range of topics and the publication of the top student dissertations each year, adds to the significance of research in the programme and indeed, in the role of the teacher. In their final semester, students "reflect on practice and identify areas of Professional development to be undertaken during Droichead."	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. "Mentoring aims to support the student in identifying strategies and pathways to enhance their practice and narrow the gap between performance and expected level of competence."	Yes

	"Additionally, repeat students are assigned very experienced placement tutors during their placement and an additional ungraded mentoring visit is provided early in the placement."	

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: **Dr Mary Fleming**

Dr Mary Fleming is Emeritus Senior Lecturer in NUI Galway. She was Head of the School of Education, NUI Galway from 2013-2016 and member of the Teaching Council 2016-2018. As Director Teacher Education within the School of Education from 2012, she had primary responsibility for the development and accreditation of Initial Teacher Education (ITE) Programmes and was academic Director of the Professional Master of Education. Mary lectured and taught modules in the areas of Leadership and Policy development, Curriculum Studies, and Professional Practice. Her research interest areas are concerned with the dynamics of teaching and learning within classrooms, leading learning and policy developments within the system and leadership practices within educational contexts.

Panel Member: **Ms Mary Dunne**

Mary Dunne's career has been spent entirely in the primary education sector. Initially as a teacher and later as a teaching principal in a multi-class school setting, teaching at all levels of primary school. During the launch and initial implementation of the *Primary School Curriculum* 1999, Mary worked as a facilitator with the Primary Curriculum Support Programme (PCSP), the school support service of the Department of Education. Following on from this, Mary joined the Primary School Inspectorate team, advising, evaluating, and reporting on the work of primary schools. As part of her responsibilities, Mary was nominated to work with the Teacher Education Section of the Department of Education, working closely with the section prior to her recent retirement, particularly in relation to the provision of professional development opportunities for teachers and leaders in primary schools.

Panel Member: **Mr Ciarán Flynn**

Ciarán Flynn, Educational Consultant, retired from his eight-year tenure as General Secretary of the Association of Community and Comprehensive Schools (ACCS), where he advised and supported the Boards of Management and Principals of the 96 post-primary schools in the Association. He acted as a Management nominee on the Teaching Council for a three-year term, chairing the Audit and Risk Committee. He chaired the joint research project of the Teaching Council and the Department of Education on "Teacher Supply" and chaired the Placement System Working Group.
He was Principal of Navan Community College and the founding Principal in 1994 of Ashbourne Community School. In his 30-year teaching career he worked in a number of Dublin and Meath schools as a Science and Career Guidance teacher, then as a Deputy Principal. He lectured on the M.Sc. in Educational Training and Management programme in DCU in areas such as Action Research and Leadership and supervising Masters students.
As an Educational Consultant he has worked for and with individual schools, regional and national educational bodies in carrying out investigations, supporting and promoting professional development.

Panel Member: **Professor Christine Forde**

Professor Christine Forde began her career as a primary teacher before moving into teacher education. She worked across initial teacher education and teacher professional learning

including leadership development. Her research interests included leadership, professional learning and accomplished teaching and has published widely on these areas. Professor Forde continues to undertake doctoral supervision and research. Current research projects include social justice leadership, mentoring, middle leadership in schools, life histories and, governance in small systems. She is a Fellow of the International Professional Development Association and a life-time member of the Scottish Educational Research Association and received the Robert Owen Award for services to Scottish education in 2019.