

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

Name of HEI: **Mary Immaculate College**

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

Date: December 2023

The requirement(s) listed on page 22 of this report
have been met in full as of June 2025

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 Mary Immaculate College:

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

Background

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

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

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

The Review Process

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

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

<p>Site Visit</p>	<p>The panel conducted a site visit to Mary Immaculate College on 23 October 2023. This was also attended by the Rapporteur and Teaching Council staff. The panel had a tour of the facilities and met with representatives from the University management team, the programme teams, the school placement team and some students and recent graduates of the programmes.</p> <p>The following attended on behalf of the university:</p> <ul style="list-style-type: none"> • President, MIC • Vice President of Academic Affairs, • Vice President of Administration & Finance • Dean of Education (Early Childhood & Teacher Education) • B.Ed Course Leader; Associate Professor and Lecturer in Maths Education. • B.Ed International Course Leader; Assistant Professor and Lecturer in Education Methodology. • B.Ed and Psychology Course Leader; Assistant Professor and Lecturer in Psychology. • Course Board Member (BEd in Ed & Psych); Assistant Professor and Lecturer in Psychology. • Assistant Dean; Course Board Member (BEd and BEd in Ed & Psych); Associate Professor and Lecturer in Sociology of Education. • PME Course Leader; Assistant Professor and Lecturer in SPHE. • Course Board Member (PME); Assistant Professor and Lecturer in History. • Director of School Placement; Associate Professor. • Assistant Professor and Lecturer in School Placement. • Assistant Professor and Lecturer in Science Education. • Assistant Professor and Lecturer in Education Methodology and Micro-teaching. • Director of Buildings & Estates • School Placement Tutors and school principals • Students and Graduates from the programme
<p>Step 8: Review panel meeting 2</p>	<p>The panel met to consider the clarifications and agree recommendations immediately after the site visit on 23 October 2023.</p>
<p>Step 8 Reporting</p>	<p>The report was drafted and issued to the HEI for the 30-day feedback period. It was finalised when the final response was received from Mary Immaculate College.</p>
<p>Step 9 Education Committee</p>	<p>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.</p>

Overall Findings

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

The principles underpinning the conceptual framework evidence a vision of education as a force for transformation and the teacher as an agent of change. These principles are embedded across the programme and are supported by four pillars of student as learner, teacher, researcher and leader, thus acting as a catalyst to effectively operationalise the conceptual framework.

The site visit reiterated the programme team's desire to ensure relevance and connection between content and teaching and learning processes across the programme. The Panel noted the enthusiasm and dedication demonstrated through the PME team's student-centred focus, while maintaining high expectations and standards and supporting students' professional development as reflective practitioners.

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The Programme received academic accreditation from MIC and was submitted to the Teaching Council for professional accreditation and is in line with the Council's Registration Regulations 2016.	Yes
1.1.2 Conceptual Framework	<p>The programme is supported by a clearly defined conceptual framework.</p> <p>In the application, Mary Immaculate College demonstrated how 'Education as a force for positive transformation lies at the heart of our conceptual framework' and highlight 'the importance of educating teachers who recognise their responsibility to provide an optimum educational experience for all children, and to view parents as important partners in this process. It is within this framework that we locate our conceptual framework, which maps out our vision for our ITE primary programmes. We seek to educate teachers who are flexible and adaptable and above all, have a deeply held conviction of the privileged role they occupy in the lives of children and the responsibility they have to those children, parents and broader society'</p> <p>Mary Immaculate College demonstrated how the programme is informed by research and the Council's <i>Policy on the Continuum of Teacher Education</i> 'and the Draft Primary School Curriculum Framework. It is also informed by the views of our partners in education (including school principals, and teachers), the student body and engagement with our external examiners. From this research and consultation, we have identified nine key principles that will inform our vision for our ITE primary programmes into the future... '1. The recognition that the child, their voice and agency is at the centre of our vision; 2. The acknowledgement that knowledge is a fundamental component of teacher education and undergraduate psychology; 3. The recognition of, and respect for, the dignity of the individual; 4. The exploration and development of teacher identity in the context of a globalised and diverse outward looking society; 5.The development of critical reflection and reflective practice; 6. The appreciation and exploration of the role and contribution of the graduate to society, locally, nationally and globally, in promoting a sustainable future for all citizens; 7. The recognition, appreciation, and acknowledgement of a diverse and constantly changing society and the promotion of an education system and practices that include all children and celebrates partnership with parents; 8. The recognition of the pivotal contribution of educational and psychological research to professional identity formation; 9. The</p>	Yes

	<p>understanding of leadership as an intrinsic component of teacher education.'</p> <p>They 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 and the <i>Code of Professional Conduct for Teachers</i>.</p> <p>The application demonstrated how the conceptual framework provides a rationale for the model of ITE which has been adopted and how it enables student teachers while on placement to demonstrate the link between the sites of practice (HEI and School).</p> <p>School placement is placed at the heart of our PME primary programme, as it here where our students are tasked with integrating their theoretical and pedagogical knowledge into the lived realities of the primary school. 'Blending subject-specific pedagogies with foundation discipline modules which interrogate contemporary issues in education, in a context of campus-based and school-based learning opportunities, students are enabled to achieve deep insights into teaching and learning from the outset of the programme.'</p> <p>The application shows how school placement is the fulcrum of the continuum of teacher education and how key themes are revisited over the programme.</p> <p>The review process determined that the submission demonstrates how the professional studies aspect of the programme gives student teachers sufficient opportunities to actively learn from practising teachers about relevant and innovative methodologies, appropriate to their practice.</p> <p>'Our PME primary education programme provides opportunities for students to interrogate what inclusion means and their responsibilities in the classroom. This is enacted particularly in their final school placement, where they work with special education teachers in the strand element of their placement. Through our school placement, foundation discipline, professional studies and early childhood modules, our ITE students receive a strong grounding in the theory and practice of facilitating and enabling child agency and active engagement in learning.'</p>	
1.1.3 Programme Aims	The review process determined that the submission clearly defines the aims of the programme, demonstrating where the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes.	Yes

	<p>The application demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.</p> <p>‘MIC plays a key role in curriculum development evident in staff membership of various committees including, NCCA curriculum development groups and in staff coordination of various NCCA, Education Centre and Teaching Council funded projects. The programme centres around the 4 themes of student as learner, teacher, researcher and leader. Within these themes across all year’s modules reflect current thinking and research in relation to all curricular areas and national priorities’</p> <p>Mary Immaculate College have demonstrated how the programme will enable newly qualified teachers to facilitate quality teaching and learning for all pupils, how it prepares student teachers for teaching, learning, reflective practices, and assessment in their schools, and prepares them for entry to their professional role.</p> <p>The application demonstrates how the programme aims foster student teachers’ agency and mind-set to be open to professional growth and learning over the course of their careers, to reflect on their own professional learning and that of their pupils, and to support their pupils in achieving their full potential.</p> <p>‘The weaving of research and reflective practice into aspects of TAISCE prepares graduates for the Droichead process. This ensures our graduates are prepared to embark on the next stage of their teaching journey, as reflective practitioners who are conscious of the need to continuously examine and reflect on their own practice.’</p>	
<p>1.1.4 Programme Duration & Balance</p>	<p>The review process determined that the submission demonstrated that the concurrent programme meets the criterion of a minimum of four years duration, and demonstrates how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure.</p> <p>The concurrent two-year PME programme consists of 120 credits and reflects the requirements of PME programme balance as set out in CEIM: Standards for Initial Teacher Education (Teaching Council, 2020) and the requirements for an undergraduate degree in Psychology as laid down by The Psychological Society of Ireland. ‘The breakdown of credits is across Foundation and Professional Studies (60%), School Placement (40%).’</p>	<p>Yes</p>

	<p>Mary Immaculate College demonstrated that all areas of study are relevant to students' future work as teachers, that the programme will facilitate student teachers' personal development and their growth and wellbeing into their professional role, enabling them to become responsible, trustworthy, and reflective practitioners who are prepared for life in the classroom.</p> <p>The panel is satisfied that the submission demonstrated the programme prepares students for life in the classroom and active engagement in teaching within a professional learning community, reflecting the core values of trust, care, respect and integrity.</p>	
1.1.5 Tréimhse Foghlama sa Ghaeltacht	<p>The programme provides for an immersive educational experience through the medium of Irish in a Gaeltacht setting of a minimum of four weeks duration, 'students undertake two Gaeltacht placements (two separate blocks of two weeks) and create a learning portfolio to document their learning in the Gaeltacht.'</p> <p>MIC demonstrated in their submission that 'The students attend modules dedicated to Gaeilge prior to both Gaeltacht placements which raise students' socio-linguistic awareness and give them a better understanding of Gaeltacht areas. During the placement, each week should encompass 35 hours of learning activities, of which 20 hours is comprised of formal class.'</p> <p>The review process determined that the programme provides opportunities for student teachers to meaningfully integrate their experience into their learning in the HEI as 'students attend modules dedicated to Gaeilge prior to both Gaeltacht placements which raise students' socio-linguistic awareness and offers students an understanding of the context of Gaeltacht areas.'</p> <p>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</p>	Yes
1.1.6 Integration and Diversity of Programme Content	<p>Mary Immaculate College have demonstrated that foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice; that the programme design follows a spiral learning approach and that the programme allows student teachers to experience a variety of teaching, learning and assessment modes as 'A scaffolded approach from Learner through to Leader ensures the student teacher develops into a confident and competent graduate. All areas of study including Foundations Studies, Professional Studies and School Placement are spiral in nature and explored throughout the</p>	Yes

	programme at stages where the student teacher can confidently engage with the content'	
Aptitude test	Mary Immaculate College completed an 'Aptitude Test' declaration form, confirming that the programme design allows for the provision of 'aptitude tests' for teachers who have qualified outside of the State.	Yes
<u>1.1.7 Required Areas of Study</u>	<p>The review process determined that the submission demonstrated how the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u> The programme provides research informed insights to support student teachers' understanding of the practices of teaching, learning and assessment for all pupils.</p> <p>'Although embedded across the programme, especially as students prepare for School Placement, a dedicated module in the suite of foundation studies modules will develop students' capacity to engage fully with partnership activities and processes in schools and to understand the interdependence of teacher, pupil and parent in relation to the social and policy contexts that influence the nature and purpose of education.'</p> <p>The Panel is satisfied that the programme provides the basis of a strong professional ethic in teaching and learning and includes curriculum studies, the history and policy of education, philosophy of education, psychology of education and sociology of education.</p> <p>The programme, enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it.</p> <p>The submission states 'Theories, concepts and methods pertaining to effective teaching, learning and assessment are explored in Foundation Studies. Specifically, current thinking on human development and learning, with a specific focus on the theories, concepts and practices associated with assessment of, assessment for and assessment as learning.'</p> <p><u>Professional Studies</u> Mary Immaculate College demonstrated in the submission that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.</p> <p>'Students engage in professional studies, and in particular develop their pedagogical expertise, early in the programme (Years 1, semester 1). Subject specific content knowledge is</p>	Yes

	<p>explored at an early stage to prepare students sufficiently for their school placement experiences across all years.'</p> <p>Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise.</p> <p>Thorough engagement with all elements professional studies develops the adaptive expertise of student teachers. Wide ranging activity that is college based and school based ensure the phased development of a competent, professional teacher'.</p> <p>The submission highlights that 'While students begin their engagement with formal instruction in supporting students with additional needs in a module in Year 2 entitled Inclusive and Special Education, students are engaged with how to support all students in their classrooms in all curricular areas. Developing students' competence in early childhood education, associated curricula and childhood frameworks are central to the formation of our teachers and therefore a dedicated module on Early Childhood is central to the second year of the programme'</p> <p><u>School Placement</u></p> <p>Mary Immaculate College demonstrated how the school placement model on the programme provide opportunities for student teachers to experience a high support/high challenge model of placement and engage in research on their own practice, making connections between the sites of practice.</p> <p>Students are given the opportunity to observe experienced teachers and plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels, to assist them in establishing classroom management strategies.</p> <p>'Students have the opportunity to teach all class levels from Junior Infants to Sixth class. In addition, all modules across years and semesters feed into School Placement including foundation and professional studies modules. School placement places incremental responsibility on the student for the organisation of teaching and learning. School Placement 1 (Year 1, Semester 1) introduces students to specific professional and academic skills needed as a student teacher.'</p> <p>Mary Immaculate College demonstrated that student teachers are encouraged to reflect critically on their practice and programme of study, reflecting on feedback from</p>	
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	<p>discussions and identify areas for further professional learning for Droichead through their electronic portfolio or “Taisce”.</p> <p>‘On placement students teach all curricular areas whilst understanding the need to promote a positive classroom climate through playful pedagogies and are imbued to establish positive relationships with the school community. At all stages, students are developing their Taisce by engaging with reflective tasks related to planning, classroom management, strategies for teaching and learning and their evolving identity as a student teacher.’</p> <p><u>Core elements of programmes of ITE</u></p> <p>The review process determined that the submission demonstrated that the following elements underpin all aspects of the programme.</p> <p>1. Inclusive Education</p> <p>Mary Immaculate College demonstrated that inclusive education permeates their ITE programme.</p> <p>‘Engagement with their first foundation modules upon entry to the programme for example, through a developmental psychology lens, sees students examining the child as learner with due regard for the unique role the teacher has in providing for the holistic development of students. A student's first integrated module in pedagogical practice contextualises pedagogy as the art, craft and science of teaching and learning within a universal design for learning framework... Students engage in reflective practice throughout their time on School Placement. This work is heavily focused on addressing the needs of all pupils in classrooms.’</p> <p>2. Global Citizenship Education</p> <p>The application evidenced how global citizenship education and education for sustainable development is integrated into the programme.</p> <p>‘There are 2 integrated modules in semester 2 of Year 1 aims to build students' capacity to live as active, socially engaged global citizens by supporting students to develop their personal awareness and understanding about why the world is shaped the way it is in order to think critically, analyse and problem solve around central issues in the field of social justice, as an individual and as a member of a team. The module covers a range of theoretical and practical issues relevant to understanding conflicting visions of personal and community Wellbeing in order to actively promote inclusive global social responsibility’.</p>	
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	<p>Students are equipped with the knowledge, skills and dispositions to appreciate the agentic child in the context of increasingly diverse and globalised societies. Students are supported to come to respect, celebrate and recognise the normality of diversity across society through the promotion of human rights</p> <p>3. Professional Relationships and working with parents</p> <p>Mary Immaculate College showed that the core element of establishing professional relationships and working with parents is integrated into the programme.</p> <p>‘Professional conduct, routines and structures are examined so student teachers understand the profession and especially are mindful of practice in relation to communications within a school community. This preparatory work is core to all school placements and a feature of a student teacher’s observation and consultation meetings with classroom teachers and school principals in advance of every school placement.’</p> <p>4. Professional identity and agency</p> <p>The application demonstrated that the programme includes support for the development of the teacher as a self-reflective autonomous professional.</p> <p>‘The values of respect, care, integrity and trust are embedded across the programme and visible in Foundation Studies, School Placement and Curricular Studies. The Foundation modules are built upon developing a student’s knowledge and understanding of factors that have shaped the Irish education system from a sociological, historical and philosophical perspective and therefore, they challenge students to think of the future direction of education in Ireland and the active role they will play in shaping its future. As students move through the programme, foundation disciplines explore schools and society by examining equality and equity in education’</p> <p>5. Creativity and Reflective practice</p> <p>Mary Immaculate College have demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators, and researchers:</p> <p>‘The presentation of a student teacher’s final TAISCE is a revelation of their learning journey and engagement with the themes of the programme. Research on their practice presented as an aspect of TAISCE may have been informed by</p>	
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	<p>engagement with a subject discipline or another aspect of the programme, depending on the question they have identified through supported research specific modules.'</p> <p>6. Literacy and Numeracy</p> <p>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.</p> <p>'Modules explored in Language Education (English), introduces students to the foundational competencies required for the effective teaching of English Language and Literacy at primary level, from early years primary to sixth class, with a specific focus on critical factors underpinning the development of children's proficiency in oral language, reading and writing competence in the primary years. Professional English within these modules focuses on the development of the teacher as a competent language user. Further modules in Language Education (English) examine teaching oral language and literacy with a focus on ways to differentiate and adapt the curriculum to support diverse language and literacy needs including an overview of language, diversity and inclusive language and literacy practices, with specific references to English as an additional language (EAL) in the primary classroom.'</p> <p>7. Digital Skills</p> <p>Mary Immaculate College have demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.</p> <p>'Embedded across the exploration of curricular methods modules is the appropriate use of digital resources and skills to enhance teaching and learning of specific subject areas. For example, critical to all mathematics modules is the development of the teacher as digital learner through the use of technology to support exploration and manipulation of all areas of mathematics. Outside of curriculum in psychology for example, students explore contemporary developments in the field of assessment and digital technology, with a focus on ways in which such technologies can complement pedagogical practice.'</p>	
1.1.7 Primary Programme Requirements	<p>Gaeilge</p> <p>The submission demonstrated how the programme develops student's confidence and competence in Irish.</p>	Yes

	<p>‘The importance of language awareness, cultural awareness, informal use of Gaeilge and teaching through Gaeilge in learning a second language is discussed. All themes of the language curriculum from infants through to the senior classes are analysed with best practice available on video case studies. In both years of the programme, students are provided with the opportunity to explore the provision of Gaeilge in schools where Gaeilge is the first language of the school/first language of the community.’</p> <p>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.</p> <p>‘Particular attention is focused on the Irish context in terms of policy and curriculum in addition to an appreciation of the continuum of education within the early childhood phase through supporting transitions between ECE and primary education. Elements such as developmentally appropriate practice, playful pedagogy, inclusive learning approaches, planning and preparation, classroom organisation and management, positive behaviour practices, the physical and emotional environment and inclusive learning are also included in the module.’</p>	
1.1.8 Learning and Assessment Strategies	<p>Mary Immaculate College demonstrated how the principles, beliefs, and values about teaching, learning and assessment which are set out in the conceptual framework are evident in the teaching, learning and assessment modes used in the programme. Assessment procedures and policies at all times endeavour to take cognisance of the core values of the teaching profession, where the emphasis is on a commitment to a holistic view of education with an awareness and appreciation of cultural values which are mindful of Irish, European and global contexts.</p> <p>The submission demonstrated the relationship (constructive alignment) between the learning opportunities and the assessment criteria which student teachers are expected to meet, and how the assessment processes and procedures are coherent and integrated using a variety of assessment modes.</p> <p>‘Assessment throughout the PME programme is considered an integral part of the learning process and comprises of a variety of formative and summative strategies. Assessment strategies within modules are reviewed each year based on a number of considerations including feedback on teaching, learning and assessment (including Student Evaluation of Teaching), discussion with the programme leader, Assistant Dean and Dean, and feedback from the external examiners.’</p>	Yes

Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	<p>The review process determined that the submission demonstrated that the programme meets this standard by providing:</p> <ul style="list-style-type: none"> • programme staff qualifications and experience • evidence that currently 51.83% of school placement tutors on this Mary Immaculate College programme are registered with the Teaching Council. <p>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.</p> <p>The application demonstrated that the student: staff ratio on the programme is a current ratio average of 17.8:1. As this ratio is greater than the required standard of 15:1, MIC should comply with the plan outlined in the Requirement section below.</p> <p>Mary Immaculate College demonstrated the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise.</p>	No, subject to requirement.
1.2.3 Facilities	<p>Mary Immaculate College demonstrated that appropriate facilities are available to support research, teaching, and learning, providing the following: Main library Limerick Campus, Tailteann Sports Complex, dedicated rooms for digital technologies, Halla drama and the Lime Tree Theatre. MIC Campus also has dedicated silent booths, a chapel, dedicated science lab and a sensory room along with an outdoor training pitch and walking track..</p>	Yes
1.2.4 Student Support and Guidance Systems	<p>The review process determined that the submission demonstrated that provisions are in place for the personal and social development and pastoral care of student teachers.</p> <p>Mary Immaculate College have a wide range of student supports and services including the following services and provision: ‘Within the Faculty of Education, students have access to a range of supports and guidance systems. The programme leader, Assistant Dean and the Education Office are important points of contact for students. There is a dedicated PME Co-Ordinator for the students undertaking the PME programme. The Co-ordinator supports the</p>	Yes

	<p>students in many facets of college life, and most especially in a pastoral support role. ‘</p> <p>Mary Immaculate College (MIC) have demonstrated how a student teacher might transfer to an alternative programme in line with the University’s policies and procedures.</p>	
1.2.5 Communication and Decision-making Structures	<p>The review process determined that the submission demonstrated the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes.</p> <p>‘There are extensive structures in place to facilitate the participation of staff and students in deliberation and decision making at all levels of the college. Management, academic and professional services staff, and students are represented on a variety of key decision-making boards and committees.’</p>	Yes
1.2.6 Financial Resources	<p>Mary Immaculate College demonstrated that the programme is adequately resourced to ensure that programme aims are met through student fee income and state grants.</p>	Yes

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	<p>Mary Immaculate College school placement model supports the shared vision for school placement. The review process determined that the submission demonstrated that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners.</p> <p>All work is planned in conjunction with the Treoiri,... and in particular, the student's research focus. Work is underpinned by a commitment to the principles of learning in the curriculum, and the Primary School Curriculum itself. A particular example of how MIC students foster a love and joy of learning in all pupils is the opportunity provided for to bring a curriculum focus to their particular school, during the extended school placement.</p>	Yes
1.3.2 Duration	<p>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.</p> <p>‘The School Placement element of the PME programme has been planned to fulfil the Teaching Council's criteria</p>	Yes

	for Initial Teacher Education programme providers. The role of the student, tutor, class teacher and principal teacher is in keeping with the recommendations of the Teaching Council's Guidelines on School Placement (Teaching Council, 2021). Placement affords the student teacher appropriate, and varied learning and development opportunities. School Placement is a partnership based on mutual trust, respect and inclusion that is enriching for all partners, MIC, schools and student teachers'	
1.3.3 Elements of School Placement	The review process determined that the submission demonstrated that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the <i>Guidelines on School Placement</i> and regarding the stage the student teacher is at on the programme.	Yes
1.3.4 School Placement Models	The review process determined that the submission demonstrated that school placement models are developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement. 'Student teachers receive many opportunities for systematic observation in the school and have opportunity to work in collaboration with school staff. Building on this is the first element of their extended placement at the beginning of their extended placement in their last semester of Year 2. In the first instance, the student engages in structured observation and classroom assisting in their designated class to ensure familiarity with class routines.'	Yes
1.3.5 Securing of Placement	The review process determined Mary Immaculate College assumes overall responsibility for the placement of student teachers.	Yes
1.3.6 Diversity of Placement Settings	The review process determined that the submission demonstrated that the programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts, including Irish medium schools. 'Students observe, teach and participate in whole school learning initiatives, and lead a curriculum focus of their choice. Students teach two classes for three-week blocks, a class from 1st to 6th and an infant class. An integrated approach to inclusion and differentiation is integral during the extended placement. While the College has to be cognisant of student teachers' learning while on placement, the child's holistic development during placement is also centrally important.'	Yes

1.3.7 Taisce in School Placement	<p>The review process determined that the submission provided evidence of the approaches Mary Immaculate College is using to enable the student teacher to demonstrate, using their Taisce</p> <ul style="list-style-type: none"> • an understanding of inclusive education as applicable to that context • an understanding of working with parents <p>TAISCE is a presentation of student work that shows the learning journey across the programme. Research on their school practice together with the completion of a reflective portfolio ensures the graduate teacher has the relevant skill to reflect on practice and be open to professional growth as they transition to newly qualified teacher status.</p>	Yes
1.3.8 Research in School Placement	<p>Mary Immaculate College demonstrated that the student teacher engages in research on their own practice that demonstrates the connection between the sites of practice during at least one school placement module.</p> <p>‘All work is planned in conjunction with the Treoiri, ... and in particular, the student's research focus. Work is underpinned by a commitment to the principles of learning in the curriculum, and the Primary School Curriculum itself. A particular example of how MIC students foster a love and joy of learning in all pupils is the opportunity provided for in the extended placement to bring a curriculum focus to their particular school, during the extended school placement.’</p>	Yes
1.3.9 School Placement: Evaluation and Assessment	<p>The review process determined that the submission demonstrated that all student teachers are supported and assessed by two or more placement tutors, and at least once by a registered teacher.</p> <p>‘As described in the Code of Professional Conduct for Student Teachers on Placement, a high standard of professional behaviour is expected at all times during School Placement. The code describes the behaviour student teachers are required to demonstrate on a consistent basis and these are described under the headings of Collaboration, Commitment, Communication, Ethics, Knowledge, Inclusion and Reflection .</p> <p>It outlined the teaching enrichment and mentoring support offered to students who fail a module of school placement.</p> <p>Schools provide classes to students for placements on the understanding that students will make every effort to maximise the learning opportunities for themselves, and for the pupils.’</p>	Yes

Recommendation

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

Accordingly, it recommends to the Teaching Council that the programme be granted accreditation subject to the following requirement;

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

Date Requirement met in full
June 2025

Appendix 1 - Review Panel Membership

Chair: **Dr Claire Connolly**

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

Panel Member: **Ms Mary Dunne**

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

Panel Member: **Mr Ciarán Flynn**

Ciarán Flynn, Educational Consultant, retired from his eight-year tenure as General Secretary of the Association of Community and Comprehensive Schools (ACCS), where he advised and supported the Boards of Management and Principals of the 96 post-primary schools in the Association. He acted as a Management nominee on the Teaching Council for a three-year term, chairing the Audit and Risk Committee. He chaired the TC/DE research on "Teacher Supply", chaired the Placement System Working Group and the Droichead QA panels for 5 years.

He was Principal of Navan Community College and the founding Principal in 1994 of Ashbourne Community School. He completed his Masters in Education Management in the University of Ulster in 1994. He worked for an eight-year period as a Part-Time Lecturer in DCU on the M.Sc. in Educational Training and Management programme.

He was a member of the national Leadership Development for Schools Team for a three-year period working with newly appointed Principal and Deputy Principal teachers countrywide on behalf of the Department of Education and Skills. As an Educational Consultant he has worked for and with individual schools, regional and national educational bodies in carrying out investigations, supporting and promoting professional development. He also carries out work for the Department of Education and Science in a number of areas and for the State Examinations Commission as a member of the Audit and Risk committee. He is the Chairperson of the boards of management of two schools in the Leinster area and recently retired from Chairpersonship of the Le Chéile Schools Trust.

Panel Member: Ms Eleanor Parks

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

Panel Member: Professor Kenneth Muir

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