

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

Name of HEI: **University of Galway**

Name of Programme: **Professional Master of Education**

Date: 06 January 2023

**The requirement(s) listed on page 19 of this report have been met  
in full as of 20 May 2024**

Publication of this Report

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

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## Programme Overview

This report relates to the review of the following programme provided by University of Galway:

**Professional Master of 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.

University of Galway 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*.

## Particular requirements for post-primary programmes

In November 2020, the Council published *The Teaching Council Registration Curricular Subject Requirements (Post-Primary)*, which set out the Council’s revised subject criteria requirements for approved curricular subjects. The requirements may be met through studies incorporated into a concurrent programme of initial teacher education or may be met through undergraduate studies prior to completing a consecutive programme of initial teacher education. This also guides providers of post-primary consecutive programmes in determining suitability of entrants, outlining which curricular subjects, entrants can ultimately be registered to teach, as well as matching students to appropriate methodology modules.

## The Review Process

The review of **Professional Master of Education** at University of Galway took place between May 2022 and December 2022 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Notification	The Council notified University of Galway of the Review and accreditation of the <b>Professional Master of Education</b> on 11 November 2021.
Preliminary Meeting	A preliminary meeting was held between the Council executive staff and University of Galway on 9 December 2021 to provide an overview of the submission documentation and answer queries from University of Galway.
Submission	University of Galway submitted the proforma and supporting documentation for the <b>Professional Master of Education</b> on 03 June 2022.
Desk-based Review	A desk-based review was conducted by the Council staff and a letter requesting clarifications was sent to University of Galway on 27 June 2022. University of Galway submitted their response on 09 September 2022.
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 Professor Sheelagh Drudy as Chairperson and Professor Jim Gleeson and Dr Seán Ó Coigligh as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	<p>The review panel was supported by Jean Harrington in their role as a rapporteur.</p> <p>The Rapporteur's functions included liaison with University of Galway, 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.</p>

Review panel meeting 1	The panel met on 19 October 2022 to consider the submission. They requested clarifications from University of Galway on 26 October 2022. University of Galway responded to this request on 11 November 2022.
Engagement with the HEI	<p>The Panel Chair and Rapporteur held a pre-meet with the Head of School of Education and the Head of Discipline of Education on 17 November 2022 to discuss the personnel the Panel wished to meet and to arrange a schedule.</p> <p>The full Review Panel conducted a site visit to University of Galway on 24 November 2022. This was also attended by the Rapporteur and Higher Executive Officer from the Council, who attended in an observatory capacity.</p> <p>The following attended on behalf of the university:</p> <ul style="list-style-type: none"> <li>• President</li> <li>• Head of School of Education</li> <li>• Head of Discipline of Education</li> <li>• Incoming Head of School of Education</li> <li>• Director of BME (Education)</li> <li>• Director of CSM (Education)</li> <li>• Director of Teaching and Learning</li> <li>• Programme staff from the programme</li> <li>• Director PME1</li> <li>• Director PME2</li> <li>• Director PME Pedagogy</li> <li>• Ceann Bhliain 1 MGO</li> <li>• Ceann Bhliain 2 MGO</li> <li>• Registrar</li> <li>• Bursar</li> <li>• Students and graduates from the programme</li> <li>• Director of School Placement</li> <li>• School Placement Tutors</li> </ul>
Review panel meeting 2	The panel met to consider these clarifications and agreed recommendations immediately after the site visit on 24 November 2022.
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 University of Galway.

## Overall Findings

The Panel was very impressed with the seriousness and professionalism with which the School of Education in the University of Galway engaged with the Review process. A very substantial amount of documentation and evidence was submitted in support of each of the *Céim* standards. There was ample evidence of staff research, publication and international involvement with professional bodies working on research and development in teacher education. The value of this was reflected in the emphasis in the submission on the fostering of student teachers as research informed professionals and as researchers on their own practice. The documentation submitted, and the observations of the Panel during the site visit, illustrated the high postgraduate standards and the maturity and professionalism of the participants and graduates of this programme. These teachers provided evidence that they will be exceptional leaders in the profession.

This programme documentation has many commendable features and includes some very good exemplars of student work.

- It is characterised by a spiral curriculum, a wide variety of approaches to assessment, and, in accordance with recent junior and senior cycle reforms, a strong emphasis on key skills.
- It includes copious references to relevant literature on teacher education.
- There is a strong emphasis on linking campus-based activities with school experience and on relevance to current issues (e.g. COVID-19, inclusion and diversity). For example, the assessment topic for ED6001 is 'Using the Educational Sciences to Make Sense of My School Experience'. Other examples include the ED6200 (Education Sciences) assessment topics and some of the PME Year 2 research projects were linked with the *Access to Post-Primary Teaching Project 2021-2022 (APT)*, funded by the Higher Education Authority under the Programme for Access to Higher Education.
- The sections on School Placement are strong throughout, and the nature and implementation of the criteria for assessment of students' teaching performances and of the PME portfolio are impressive
- The programme places a strong emphasis on the importance of empathy, caring relationships and social justice as well as teacher professionalism.
- Levels of engagement of School of Education faculty members in programme implementation and their output in refereed journals are impressive.

Foundation Studies are well catered for with Philosophy, History, Sociology (EDSJ) and Psychology of Education sharing one module in each year. The associated Educational Science (ED6100, ED6200) assignments help to counteract the generally descriptive

nature of students' reflections on their school placement experiences. ED6102 (Assignment Professional Practice/ School Placement) sample assignments, being scaffolded around some excellent Foundation Disciplines based questions, are very impressive.

## Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The Programme received academic accreditation from the Academic Council on 8 April 2014, prior to being submitted to the Teaching Council for professional accreditation. Up to date accreditation was sought as a clarification by the Teaching Council and was received on 8 August 2022.	Yes
1.1.2 Conceptual Framework	<p>The review process determined that the submission demonstrated how the conceptual framework is developed in the context of the provider’s mission and ethos.</p> <p>‘Our mission is to educate and support knowledgeable, passionate, innovative and caring teachers and education leaders who embrace diversity, change and uncertainty, who ask critical questions about education and schooling and who lead fulfilling, and socially and environmentally responsible lives. Our ethos is aligned with NUI Galway’s values-based culture which has Openness, Excellence, Sustainability and the Wellbeing of our communities at its core as well as with the ethical values of Respect, Care, Integrity and Trust set out in the Teaching Council’s Code of Conduct.’</p> <p>Research-Based Design is a key principle: ‘Student teachers experience a curriculum design that is underpinned by research and evidence-based practice in teacher education, both nationally and internationally.’</p> <p>University of Galway demonstrated how the programme is informed by research, the Council’s <i>Policy on the Continuum of Teacher Education</i>, and the <i>Code of Professional Conduct for Teachers</i>.</p> <p>The submission clearly articulates how it identifies the University’s principles, beliefs and values about education, which have been shaped by its ‘underpinning beliefs and values as well as by key conceptual and theoretical approaches recommended internationally and nationally by the Teaching Council and education community.’</p> <p>The review process determined that the submission demonstrated how the conceptual framework provides a rationale for the model of ITE which has been adopted.</p>	Yes

	<p>The review process determined that the submission demonstrated how the conceptual framework and programme design supports school placement as the fulcrum of the continuum of teacher education. It also shows how key themes are revisited over the programme. The programme demonstrated 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>1.1.3 Programme Aims</p>	<p>The review process determined that the submission clearly defined the aims of the programme, demonstrating where the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes.</p> <p>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.</p> <p>The review process determined that the submission demonstrated how the programme aims will enable newly qualified teachers to facilitate quality teaching and learning for all pupils through ‘strong focus on quality learning and inclusive teaching approaches is integrated throughout [the] PME programme.’</p> <p>The programme fosters 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>Yes</p>
<p>1.1.4 Programme Duration &amp; Balance</p>	<p>The review process determined that the submission demonstrated that the PME programme meets the criterion of a minimum of 2 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>University of Galway 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</p>	<p>Yes</p>

	<p>professional role, thus enabling them to become responsible, trustworthy, and reflective practitioners.</p> <p>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.</p>	
1.1.6 Integration and Diversity of Programme Content	<p>University of Galway 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.</p> <p>The submission demonstrated that small group work and tutorials are a central feature of the programme, and the programme provides opportunities for individual and collective reflection by student teachers and programme staff.</p>	
Aptitude test	University of Galway 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	<p>The review process determined that the submission demonstrated how the Foundation Studies, Professional Studies &amp; 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 with research-informed practice across all education and discipline modules.</p> <p>The Panel is satisfied that the programme provides the basis of a strong professional ethic in teaching and learning, including curriculum studies, the history and policy of education, philosophy of education, psychology of education &amp; sociology of education, 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.</p>	Yes

However, the Panel noted that, whereas Curriculum Studies is identified as a Foundation Discipline in *Céim*, Curriculum and Assessment is categorised as a Professional Studies module (ED6101). This module also includes three other topics: Inclusive Teaching and Learning; ICT in Education; Literacy, and Numeracy.

‘From the beginning of the course, students are introduced to the idea that foundation studies provide the requisite basis for a strong professional ethic. We draw a distinction between teaching as a “job” characterised by the acquisition of skills and techniques and a “profession” characterised by an ongoing, research-informed engagement with practice.’

#### Professional Studies

University of Galway demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge as evidenced in their Professional Studies modules.

The submission demonstrated how the programme ensures that opportunities shall be provided for students to experiment with and explore new and emerging technologies for teaching and learning throughout their initial teacher education. 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

University of Galway demonstrated how the school placement provides opportunities for student teachers to experience a high support/high challenge model of placement as placements are carefully scheduled throughout the academic year and are designed to give student teachers opportunities to integrate theory garnered in coursework with practice in a variety of settings.

The review process determined that the submission demonstrated how student teachers engage in research on their own practice which demonstrates the connection between the sites of practice (University and school). The review process also demonstrated how student teachers plan

for, and undertake, class teaching, learning and assessment using a wide range of strategies in a diversity of class settings and subject levels, establish classroom management strategies that support suitable and effective learning for all pupils and that promote and maintain positive behaviour; observe experienced teachers teaching; are involved in a wide range of school activities; reflect critically on their practice and programme of study and how both inform and shape each other; receive and respond to feedback on their practice, and identify areas for further professional learning for Droichead.

‘Student teachers on the PME programme are supported in the development of effective classroom management strategies that support suitable and effective learning for all pupils. Specific workshops offer examples and effective response measures so that student teachers are prepared for the real-time experience of SP in their placement schools.

‘Students on the PME programme are required each year to provide evidence, within their Taiscí, of their involvement in a wide range of school activities beyond their classroom practice, where it is reasonably possible.’

#### Core elements of programmes of ITE

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

##### 1. Inclusive Education

The School of Education demonstrated a strong commitment to inclusion and diversity:

‘The Inclusive Teaching input is deliberately timed to follow foundational learning of key theoretical perspectives and empirical research findings in both the Psychology and Sociology of Education, the latter which critically examines issues of diversity and social justice in schooling and education more broadly, from social class, ‘race’/ethnicity, and gender perspectives.’

The programme also enables students to discuss causes and factors contributing to additional educational needs arising from individual differences, disabilities, learning difficulties, home and school factors.

##### 2. Global Citizenship Education

‘GCE is integrated across all our initial teacher education programmes to enable student teachers to develop their critical consciousness on social and global justice issues and on sustainable development.’

'The key pedagogical approach adopted throughout the global citizenship education component is a student-centred active teaching and learning approach. Global citizenship education is predominantly facilitated through student participation in global citizenship education focused workshops, with theoretical concepts further highlighted and addressed in lectures.'

### 3. Professional Relationships and working with parents

'One of the objectives of our teacher education courses is to promote and support participants in understanding the rationale and processes of, and developing the skills for, positive relationships and interactions with all members of the school community including colleagues, auxiliary professionals, school leaders, professionals from outside agencies, and parents.

'Once equitable and successful teacher-parent relationships have been theorised, grounded in social justice principles, the focus shifts to practical skills training.'

### 4. Professional identity and agency

'Throughout the two years of the PME programme the concepts of teacher identity and teacher agency are developed through student teachers critically reflecting on their ways of knowing, being and doing (Dencev and Collister, 2010). Within the Professional Practice module student teachers are initially required to draw on prior learning experiences, personal characteristics and prior experiences and beliefs (Pillen et al, 2013) to describe and critically examine their beliefs, attitudes and assumptions about learning and teaching; this facilitates the development of student teachers' unique teaching and learning philosophy statements.'

### 5. Creativity and Reflective practice

Reflective practice is an explicit and systemic part of teacher education at University of Galway.

'Assessments across most methodological/teaching areas include criteria that require students to reflect on teaching and learning in classrooms. Our students come to learn that the process of professional introspection is not an optional extra, nor is it something to conduct in a procedural fashion. Rather, they come to see that reflective practice is integral to good teaching.'

'Developing a creative mindset is similarly an integral part of becoming a versatile, innovative teacher, one who is open to challenges, and able to adapt to the diversity of contemporary teaching and learning in Irish schools. Looked at in generic

	<p>terms, creativity can quickly become an unwieldy and amorphous concept. Consequently, rather than dedicating a single module to creativity we ensure that it features across all modules in meaningful and clearly articulated ways.'</p> <p><u>6. Literacy and Numeracy</u>  'Student teachers are supported in developing their pedagogical knowledge of literacy and numeracy, so that they, in turn, can support their own students' literacy and numeracy needs through evidence-based practice.  'The development of ITE students' own pedagogical literacy and pedagogical numeracy is considered as a crucial step in our ITE programmes. This development is supported throughout the teacher education journey at University of Galway through lesson planning, micro teaching, Taisce submissions, practitioner-based research and school placement. Feedback is provided on pedagogical literacy and numeracy across all subject disciplines.'</p> <p><u>7. Digital Skills</u>  'Students develop a very extensive, robust foundation in Digital Literacy (DL); the use of digital technologies to support teaching, learning and assessment for all learners; and the integration of digital skills including opportunities to explore new and emerging technologies. This happens right across the PME, through (1) their engagement with ICT in plenary lectures (within their Professional Studies module); (2) their Technology-Enhanced Learning workshops; (3) the specialist teaching methodologies and (4) their school placement experience, where students are encouraged, supported and assessed in terms of their deployment of innovative and inclusive technologies for learning and teaching in the classroom.'</p>	
Post-primary: Curricular subject criteria registration requirements	<p>The programme is Level 9 on the National Framework of Qualifications (NFQ). The entry selection processes are aligned with the Council's curricular subject specific registration requirements.</p> <p>The review process determined that the submission demonstrated that subject discipline components include subject specific curricular studies and pedagogies (methodologies) for 22 subjects:</p>	Yes

	Accounting, Civic, Social & Political Education, Geography, Gaeilge, History, Computer Science, Mathematics, Music, Religious Education, English, Biology, Chemistry, Physics, French, Italian, German, Spanish, Business Studies, Economics, Home Economics, Specialist Teaching Methods.	
1.1.8 Learning and Assessment Strategies	<p>University of Galway 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.</p> <p>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.</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"> <li>• programme staff qualifications and experience</li> <li>• evidence that at least 50% of all School Placement Tutors are registered as teachers with the Teaching Council. The programme meets this standard with 68% of all School Placement Tutors registered as teachers with the Teaching Council.</li> <li>• evidence that the staff distribution mechanisms the College has 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.</li> <li>• evidence of a student: staff ratio of 18.5:1. As this ratio is greater than the required standard of 15.1, the University is required to address this shortfall.</li> </ul> <p>University of Galway demonstrated the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including that relating to reflective practice, research, curriculum development, inclusive education,</p>	Yes, subject to requirement below

	and professional development. The University's Continuing Professional Development Policy outlines their commitment.	
1.2.3 Facilities	University of Galway demonstrated that appropriate facilities are available to support research, teaching, and learning, providing the following: Libraries, Library Supports for students with disabilities, Digital Technology resources, Sports and Art facilities, Kitchens, Science Labs, and Microteaching labs.	Yes
1.2.4 Student Support and Guidance Systems	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.	Yes
1.2.5 Communication and Decision-making Structures	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.	Yes
1.2.6 Financial Resources	University of Galway has demonstrated that the programme is resourced to ensure that programme aims are met through student fee income and state grants, however, sufficient financial resources should be provided by the university to address the shortfall in the SSR.	Yes, subject to requirement below

## School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	<p>The University of Galway 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>'The School Placement component of PME programme consists of a range of active learning experiences designed to prepare student teachers for the responsibilities and demands of working in a school. School placement activities offer students a variety of practical experiences to build student teachers' confidence and competence in the classroom. School placements are structured to allow students to gradually take on the professional responsibilities of a practicing teacher.'</p>	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.	Yes
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.	Yes
1.3.5 Securing of Placement	The review process determined that the submission demonstrated that University of Galway 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.	Yes
1.3.7 Taisce in School Placement	The review process determined that the submission provided evidence of the approaches University of Galway is utilising to enable the student teacher to demonstrate, using their Taisce, <ul style="list-style-type: none"> <li>• an understanding of inclusive education as applicable to that context</li> <li>• an understanding of working with parents</li> </ul>	Yes
1.3.8 Research in School Placement	University of Galway 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.	Yes
1.3.9 School Placement: Evaluation and Assessment	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. It outlined the teaching enrichment and mentoring support offered to students who fail a module of school placement.	Yes

	<p>'In cases, where a student is struggling or failing, the University, in co-operation with the placement school, devise an intervention strategy aimed at enabling the student to improve their performance. This strategy is school and/or university-based depending on the circumstances and needs of the student. The strategy is usually a combination of the student, SP tutor (s) and the Treoraí (co-operating teacher) working for the benefit of the student.'</p>	
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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* and in the *Curricular Subject Requirements (Post-Primary)*.

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

### Programme Accreditation Requirement

- Not later than six months from the date of accreditation, the Teaching Council requires University of Galway 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.

<b>Date Requirement met in full</b>
20 May 2024

## Appendix 1 - Review Panel Membership

### **Chair**

Professor Sheelagh Drudy

Professor Drudy is a former teacher, educational researcher and teacher educator. She was a member of the first Teaching Council appointed by the Minister in 2005 and has also been a Council member of the National Council for Special Education (NCSE). She is the author and co-author of books and papers on education, including *Education in Ireland: Challenge and Change* (2009), Dublin: Gill and Macmillan. She is currently an external reviewer for a number of international journals and an assessor for international research organisations. She has been involved in quality assurance reviews in various HEIs.

### **Panel Member**

Professor Jim Gleeson

Jim Gleeson was a teacher in the Vocational Education sector and has worked on various curriculum development and evaluation projects. He worked in teacher education at Thomond College of Education/University of Limerick (1981-2011). Jim was an IUA nominee on the Teaching Council from 2005-2012. He was Professor of Identity and Curriculum at Australian Catholic University, Brisbane, from 2013-2018, and he is currently an Adjunct Professor at the Institute of Education, Dublin City University. Jim's main research interests include curriculum policy and practice; teacher professionalism and development; faith-based education.

### **Panel Member**

Dr Seán Ó Coigligh

Seán Ó Coigligh was a secondary school teacher in Dundalk, Co. Louth where he taught Gaeilge, Religious Education and CSPE through the medium of Irish and English. His background is firmly rooted in human rights' education, having spent some years working with the Redemptorist Congregation in the Philippines on Basic Christian Community Projects. He was a member of the Education for Reconciliation Pilot Group, a cross-border schools' initiative aimed at fostering understanding among teenagers through collaborative classroom activities. His post-graduate studies focussed on the evolution of the teaching of Irish through the Gaelic Colleges in the early years of the twentieth century.