



The Structure of Teacher Education in Ireland: Review of Progress in Implementing Reform

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AN tÚDARÁS um ARD-OIDEACHAS

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Dedication

This report is dedicated to the memory of John Coolahan, a highly respected colleague and much missed friend.



Foreword

Minister for Education and Skills,
Joe McHugh, T.D.

I would firstly like to commend the extensive work carried out by Professors Pasi Sahlberg and Áine Hyland, with the assistance of the HEA executive, and the time and effort commitments made by staff in the relevant higher education institutions, including during site visits, in order to produce this review.

The Department of Education and Skills' Strategy Statement 2019-2021 sets the vision to improve the lives of every learner through the provision of a quality education and training experience and to deliver a learning experience to the highest international standards.

Continually developing the quality of teaching in a rapidly changing world is one of the most critical factors in enhancing the quality of education outcomes.

Ireland is fortunate to have a highly qualified and competent teaching profession. We have developed a teacher education and training system that embeds the highest standards from initial teacher education through to the induction of newly qualified teachers into schools and on through the provision of career long professional development for teachers. This strategy is central to our ambitions to ensure we have one of the best education systems in the world.

It is important that we review progress on a regular basis, to check our underlying assumptions, benchmark ourselves against the best and be innovative in our thinking. We do this as we plan for the future so that we can be confident that our policies are optimal.

The 2012 Report by the International Review Panel on the Structure of Initial Teacher Education was a critical moment for initial teacher education in Ireland, heralding a period of significant consolidation and innovation across colleges and universities.

The 2018 review shows the level of progress already made towards achieving our vision and the very positive engagement by the sector with the HEA on progressing the programme of change, both in terms of structures and other areas, such as research capacity in the institutions concerned. Some of the highlights identified in the report include:

- ▶ The single-campus DCU Institute of Education, incorporating four separate institutions (DCU; St. Patrick's College, Mater Dei Institute, and the Church of Ireland College), has become a reality.
- ▶ Completion of the new education building at Maynooth University, which, along with the incorporation of Froebel College of Teacher Education into Maynooth University, facilitates strong interaction between staff across the full sectoral continuum from early years education, through primary and post-primary, to further and higher education.
- ▶ Systemic cooperation between UCC and Cork Institute of Technology (CIT) now means that student art teachers at CIT are integrated with UCC for the pedagogical elements of their training.
- ▶ Progress toward the incorporation of St. Angela's College into NUI Galway, with senior management teams in both institutions committed to the project.
- ▶ Collaboration on research, continuing professional development and post-graduate programmes between Mary Immaculate College, UL and Limerick Institute of Technology, through the National Institute for Studies in Education (NISE).

- ▶ Cooperation since 2012 between TCD, UCD, National College of Art and Design (NCAD) and Marino Institute of Education (MIE) to progress the aim of ensuring that teacher education should take place in a university setting, in a research-rich environment. The report notes that the most sustained activity has been pursued along two parallel tracks: one of TCD and MIE and, the other, UCD and NCAD, and recommends that the two-track approach should now be accepted.

Looking to 2020 and beyond, it is important that the Department can provide maximum clarity to all in the education system, as regards policy on initial teacher education.

As part of that, this year, the Department will be developing a policy statement for initial teacher education, through a structured engagement with each of the institutions. Our approach will take account of the recommendations in this report and how best to ensure continued progress towards the vision of world class initial teacher education in Ireland, for the decade ahead to 2030.

Joe McHugh T.D.,
Minister for Education and Skills



Executive Summary

In 2012, the report of an International Review Panel, chaired by Professor Pasi Sahlberg, proposed a vision for the restructuring of initial teacher education (ITE) provision so that "by 2030 Ireland will have a network of teacher education institutions based on a small number of internationally comparable institutes of teacher education. Each of these institutes will offer research-based teacher education in internationally inspiring environments, provided at Masters level initially or through continuing professional development. Each will also offer further professional development services on the continuum ranging from early childhood to in-service training of teachers and leaders". The report recommended that the then 19 separate ITE institutions be reconfigured to provide six new institutes or centres for teacher education.

It was decided in autumn 2017 that a review be undertaken to report on the extent to which the recommendations of the 2012 report had been implemented. The review was carried out in May 2018 by Professor Pasi Sahlberg, advised by Professor Áine Hyland with executive support provided by Valerie Harvey, Sarah Fitzgerald and Laura Austin of the HEA. The team visited all publicly-funded higher education institutions offering ITE in Ireland with a particular focus on the extent of the structural and cultural changes which have taken place since 2012. It also considered the effect of the reforms on the quality of instruction, on pedagogy, and on the educational experience of teacher-education students. It assessed the impact of the reforms on research capacity in the teacher education institutions, as well as linkages between theory and practice from the students' perspective.

The review found that considerable progress has been made over the past five years in implementing the recommendations of the 2012 report. From the restructuring perspective, the recommendations have been fully implemented in the case of three Centres, i.e. DCU Institute of Education: Maynooth University; and University College Cork/Cork IT. In the case of NUI Galway/St. Angela's – implementation of the recommendations is almost complete and senior management teams in both institutions are committed to finalising the incorporation of St. Angela's into NUI Galway as soon as legal issues are resolved. In Limerick, there have been significant developments since 2012. Art and Design students from Limerick Institute of Technology now attend lectures and tutorials with PME students in UL. Mary Immaculate College (MIC) – incorporating St. Patrick's in Thurles – now provides ITE across the continuum of early years, primary and post-primary as well as providing CPD, Masters and doctoral programmes. MIC, UL and LIT collaborate on research, CPD and Masters and Doctorate programmes through the National Institute for Studies in Education (NISE) and it is anticipated that collaboration between MIC and UL will grow and strengthen in the years ahead. This report recommends that MIC be recognised as a free-standing provider of ITE and that issues relating to inconsistency of staffing arrangements across the sector be addressed.

As regards the 2012 proposal that TCD, UCD, NCAD and Marino Institute of Education be reconfigured as one centre, this report accepts the point made by the four institutions that the logical approach would have been to propose two separate clusters, one made up of TCD and MIE and one made up of UCD and NCAD. In the case of the TCD/MIE cluster, the report notes that MIE is the only provider of ITE which is still directly funded by the Department of Education and Skills and recommends that MIE be brought under the auspices of the HEA like all other ITE providers. It also recommends that research and other collaborations between all four providers in the two clusters should be extended and developed.

As well as recommending that Ireland should have seven centres of excellence in ITE (as opposed to the six centres recommended in 2012), the report makes a number of further recommendations and raises some issues for consideration. It states that in all seven centres, the key strategic focus should be on creating a coherent range of ITE provision from early childhood education to adult and higher education teacher preparation. This should take place by further strengthening research-based approaches to teacher education, quality of pedagogy and instruction throughout various programmes, building coherent linkages between theory and practice and broadening internationalisation of ITE, including both students and academic staff.

It recommends that higher education authorities and other policy makers should aim at creating a self-improving professional ITE system in Ireland where centres of excellence would have more autonomy from the state level central administration and would enhance collaboration with each other. It suggests that the authorities should provide timely and continuous feedback to the centres, especially when there are reasons to publicly recognise good work done. Incentives should be provided to encourage the centres to reach their strategic goals – for example, part of the annual spending on CPD could be distributed to the centres through a competitive funding scheme that would seek novel and innovative solutions to further develop the impact of CPD provision.

As regards research-based ITE, while recognising developments since 2012, the team recommends that all centres should make extra efforts to ensure that students understand not just how to read and do research but also how to think as researchers when working in or with schools and why it matters. The team also notes that ITE programmes now place a stronger emphasis on school placement than was the case in 2012. However, in view of issues raised about difficulties experienced by some student-teachers in relation to school placement, the report recommends that a review of current placement practice be undertaken and based on the findings of that review that necessary changes be made in policy, funding and practice in order to bring practical elements of ITE closer to the universities. The report also recommends that two or three centres might arrange to have a clinical teacher training school or schools closely integrated into their normal operations. Such a development should be introduced on a pilot basis in the first instance and should include rigorous and ongoing evaluation of the quality of student outcomes.

The report commented that while most centres referred to anecdotal evidence to indicate the success of their restructured programmes, there was a dearth of empirical evidence to support these claims. The review team therefore recommends that ITE centres collectively and in collaboration with higher education authorities and policy-makers, design a survey instrument that would help to monitor the progress and further development of ITE in Ireland. This could be an annual or bi-annual online survey that would focus on essential aspects of the evolution of ITE in Ireland, including student experiences of growing into the teaching profession, the impact of research as part of ITE, the effectiveness of practical training and the relevance of pedagogy used in teaching and learning.

The review team commends the leadership and staff of all institutions on their commitment to the implementation agenda and on the outcomes achieved. It notes that the structural reform of ITE in Ireland took place at a time of national economic retrenchment while also coinciding with significant reform of ITE programmes following the decision to extend those programmes by an additional year (i.e. an additional 60 ECTS credits). The team was gratified to hear staff in a number of centres commenting positively on the reform experience, in spite of the challenges and difficulties experienced during the process.

Introduction

Higher Education Context in Ireland

Considerable change has occurred in the higher education sector in recent years, following the publication in 2011 of the *National Strategy for Higher Education to 2030* (the Hunt Report). The strategy set out a long-term vision for higher education as having a central role in making Ireland a country recognised for innovation, competitive enterprise and continuing academic excellence, and an attractive place to live and work with a high quality of life, cultural vibrancy and inclusive social structures. It emphasised the importance of a research culture within higher education institutions, where research and teaching are closely linked, where a spirit of enquiry and questioning prevails and where staff and students are committed to an evidence-based approach to their work.

The report also set out a vision for structural reform of higher education, pointing out that Ireland has a large number of relatively small higher education institutions and that smaller stand-alone institutions lack the scale required to deliver the necessary advances in quality and efficiency. It recommended that smaller publicly-funded institutions should be encouraged to align with or be incorporated into institutions of sufficient scale to enable overall quality and efficiency objectives to be met.

More recently, the *Action Plan for Education 2016-2019*, published in 2016, sets out the strategic direction and goals of the Department of Education and Skills (DES) for the education and training system, with an ambition for Ireland's education system to be the best in Europe by 2026. This Action Plan is supported by a *system performance framework* for the higher education system, which has the following aims:

- ▶ To hold the system accountable for performance for the delivery of national priorities and monitor performance of the system as a whole;
- ▶ To articulate all the expectations of the system from different areas of government/agencies across the various dimensions of higher education activity;
- ▶ To increase the visibility of performance of the system to Government and the wider public;
- ▶ To contribute to system and policy development by highlighting structural and other deficits including data capacity;
- ▶ To allow HEIs to identify their strategic niche and mission and agree a performance compact aligned with funding with the Higher Education Authority

The second phase of this performance framework approach is now underway, and the HEA and the higher education institutions are currently engaged in a process of strategy and performance dialogue. This dialogue will lead to the agreement of performance compacts, with mission-driven KPIs which contribute to national goals, leveraging the institutions' own capacities and strengths.

A key development in the delivery of this reformed and enhanced higher education system has been the *review of the funding model for higher education*. The new recommended approach to the funding model aims to embed lifelong learning and support skills development. It will also recognise and respond to demographic challenges, improve access, support research and innovation, and allow for enhanced institutional development.

Teacher Education Context in Ireland

In 2006, following many decades of discussion and consultation, the Teaching Council of Ireland was set up as an autonomous, independent, statutory body, to promote teaching as a profession, to promote the professional development of teachers and to regulate standards in the profession. In 2011, it published its policy document on the *Continuum of Teacher Education*. This policy document set out a vision for initial teacher education (ITE), induction, early and continuing professional development and late career support. It also adopted another set of “three I’s” – innovation, integration and improvement. In the years since then, the Teaching Council has published revised criteria for the registration of teachers and has also developed an Induction process – *Droichead*, and a framework for continuing professional development – *Cosán*¹.

In July 2011, the Minister for Education launched a national strategy for literacy and numeracy – *Literacy and Numeracy for Learning and Life: National Strategy to Improve Literacy and Numeracy among Children and Young People* – which included a number of qualitative and quantitative targets for improving literacy and numeracy standards for the period 2011 to 2020. Among the key areas addressed in the strategy was the need “to ensure the development of teachers’ skills in literacy and numeracy teaching” and to improve the professional practice of teachers through changes in both pre-service and in-service education. This strategy led to the lengthening of the B.Ed. degree programme for primary teachers from three to four years (240 ECTS credits) and the diploma for primary teaching from eighteen months to two years (120 ECTS credits). The Higher Diploma in Education courses for post-primary teachers would be extended from one year to two years (120 ECTS credits). All ITE courses would be required to allocate up to 40% of the extended programmes to school placement. Modules on teaching, learning, and assessment of literacy and numeracy became a mandatory requirement for all primary and post-primary teacher education programmes and the study of humanities (also known as ‘academic electives’) within the B.Ed. programme (for primary teachers) was replaced with a range of optional courses more closely related to education.

In April 2012, following a request from the Minister for Education and Skills, an International Review Panel was established to advise on the structure of ITE provision in the State. The Higher Education Authority (HEA) was requested to manage the review process on behalf of the DES. The members of the Panel were: Professor Pasi Sahlberg, then Director General of CIMO (in the Ministry of Education) in Helsinki, Finland and Adjunct Professor at the University of Helsinki and the University of Oulu, who chaired the Panel; Professor Pamela Munn, Professor Emeritus at the University of Edinburgh and Professor John Furlong, former Director of the Oxford University Department of Education. *The Report of this International Review Panel* (referred to in this paper as the *Sahlberg 1* report) proposed a restructuring of ITE and recommended that the then 19 separate ITE institutions be reconfigured to provide six new “centres for teacher education”. The new structures recommended by the international panel aimed to ensure that a smaller number of centres for teacher education would exist, and that each centre would offer education across the continuum of teacher education – from early childhood to primary, post primary, further education and adult education. These centres for teacher education would also possess a critical mass in terms of research capacity, not always possible in smaller institutions. The new configurations would mean that strong research bases would be embedded in each centre.

Other issues raised by the Review Panel were the calibre of applicants to ITE programmes and the issue of supply and demand of teachers. As regards the former, the Review Panel recognised that the calibre of school leavers applying to ITE programmes in Ireland was “amongst the highest, if not the highest in the world”. The panel indicated this should be maintained, stating that this “rich resource should be highly valued and student teachers should be challenged to their full potential”.

1 The words “Droichead” and “Cosán” are Irish words meaning “Bridge” and “Path”.

As regards the supply/demand issue, the panel pointed out that over-supply and associated unemployment levels among newly qualified teachers could have a negative effect on the attractiveness of teaching as a career and on the calibre of those aspiring to become teachers. It therefore recommended that a review of teacher supply and demand be undertaken as a matter of urgency.

In more recent years, concerns have grown about the imbalance of supply of and demand for teachers, especially in some subject areas at post-primary level, and for substitution and short-term posts at primary level. To address this issue, a technical working group consisting of representatives of the DES, the Teaching Council and the HEA was set up in 2015 to analyse the number of teachers required by the education system. This led to the launch in June 2017 by the Minister for Education and Skills of the report *Striking the Balance (Teacher Supply in Ireland: Technical Working Group Report)*. The report sets out an approach to planning which scopes the work necessary to develop a model for achieving a better balance between teacher supply and demand in the medium to long term.

In March 2018, the Department established a high-level *Teacher Supply Steering Group*, involving a specialist group of stakeholders, to ensure that there is an adequate supply of quality teachers to meet the needs of primary and post primary schools. The group has been tasked with consideration of policies and arrangements for schools and teachers that impact on teacher mobility/supply; promotion of the teaching profession; higher education including ITE policy, provision, funding and support; and data/research.

There is a growing awareness that the teaching profession in Ireland does not reflect the diversity of Irish society. In an effort to increase and broaden access to teacher education programmes, the Minister for Education announced in September 2016 that funding would be made available over a three-year time-frame for projects aimed to improve access for students from under-represented groups e.g. students from socio-economically disadvantaged backgrounds; mature students; students with disabilities; Travellers; part-time/flexible learners and further education award holders. All six centres of ITE have been approved for funding under the Programme for Access to Higher Education (PATH) scheme. The projects being supported include direct entry routes from further education; extra support for students from DEIS schools; student-teacher transition programmes as well as student bursaries.

A further recent development has been the decision of the Minister for Education to set up specific programmes to provide consecutive and concurrent ITE programmes through the medium of the Irish language for students, especially those who plan to teach in Irish language medium schools. All current providers were invited to tender for these programmes and the successful providers were Marino Institute of Education and Mary Immaculate College.

The *Sahlberg 1* report (2012) recommended the establishment of the following six centres of excellence:

1. A centre comprising of Dublin City University (DCU); St. Patrick's College Drumcondra (SPD); Mater Dei Institute of Education (MDIE).
2. A centre comprising Trinity College Dublin (TCD); Marino Institute of Education (MIE); University College Dublin (UCD); and the National College of Art and Design (NCAD).
3. A centre comprising National University of Ireland Maynooth (NUIM) – now called Maynooth University (MU); and the Froebel College.
4. A centre comprising University of Limerick (UL) Mary Immaculate College of Education (MIC); and Limerick Institute of Education (LIT).
5. A centre comprising University College Cork (UCC) and Cork Institute of Technology (CIT).
6. A centre comprising National University of Ireland Galway (NUIG) and St. Angela's College Sligo.

With regard to Art education, the Panel recommended that ITE programmes for Art should be university-accredited and university-based. This would mean that teacher education courses in Art should be planned and delivered jointly by personnel from a university and the art institute. Staff should be integrated in terms of the planning and delivery of common parts of the programmes and students should be integrated for lectures and seminars.

In all cases, it was recommended that mergers/alliances would result in teacher education being facilitated at one location within the restructured setting. The new configuration might be titled an "Institute of Education", a "Centre for Teacher Education" or equivalent.

Review process – 2018 (The *Sahlberg 2 Review*)

It was decided in autumn 2017 that a review should be carried out to report on the extent to which the recommendations of the *Sahlberg 1* (2012) report had been implemented. The purpose of the review is to assess the current state of ITE in Ireland with reference to the recommendations set out in the *Sahlberg 1* report. Professor Áine Hyland was asked to prepare a background report summarising developments that had occurred in teacher education since 2012. This background report of January 2018 sets out the situation as of December 2017 in relation to the implementation of the *Sahlberg 1* reforms. It notes that considerable progress has been made over the past five years and that institutional leadership and commitment, and the drivers within the HEA funding model, were important contributing factors in centres where there has been successful implementation of reforms.

However, the report also noted that there has been a fall in demand for consecutive teacher education programmes at post-primary level, especially in some subject areas. Stakeholders consider that the fall may be due to a multitude of complex factors which includes the increased cost of study resulting from the extension the consecutive programme to two years, as well as a reduction in starting salaries for new teachers which was introduced during the recession and difficulties in securing full-time positions. This issue is high on the agenda of teacher education policy in Ireland currently.

The current review, based on site visits, has been carried out by Professor Pasi Sahlberg, recently appointed Professor of Education Policy at the Gonski Institute for Education, University of New South Wales in Sydney, Australia. Professor Sahlberg was advised by Professor Áine Hyland, and executive support for the review was provided by Valerie Harvey, Sarah Fitzgerald and Laura Austin of the HEA.

Terms of reference of the current review

The terms of reference of the review (set out in full in Appendix 1) are to assess the current state of ITE in Ireland with reference to the recommendations set out in the *Sahlberg 1* report. The review was asked in particular to focus on the extent of the structural and cultural changes which have taken place across the HEIs as identified in *Sahlberg 1*. It was also asked to consider the effect of the reforms on the quality of instruction on pedagogy and pedagogical content knowledge and on the educational experience of students in ITE, as well as commenting on the impact of the reforms on research capacity in the HEIs and the linkages between research and teaching and learning of ITE students. The review was also asked to examine and make recommendations on the future direction of the structure of ITE in Ireland, having regard to the original objectives and terms of reference of the *Sahlberg 1 report* and to identify appropriate measurable outputs in the short to medium term. The terms of reference suggested that the review might wish to provide observations on issues relevant to teacher education that might arise, including for example, access to ITE programmes, student mobility or changes in the wider education system.

Format of Review and Engagement with stakeholders

In February 2018, Professor Pasi Sahlberg visited Dublin and met with the HEA, the DES, and the Teaching Council. He also discussed the background report with Professor Áine Hyland and advised on the format and scheduling of his proposed extended visit to Ireland in April/May when he would visit all six Teacher Education Centres.

The Site visits took place during late April and early May 2018. The schedule of site visits was as follows and is given in more detail in Appendix 2.

Monday 30 April:	Site visits to both St. Angela's College and NUI Galway, including a joint meeting of the two institutions hosted by NUI Galway.
Tuesday 1 May:	Site visits to each of Mary Immaculate College (incorporating MIC St. Patrick's Campus), Limerick IT and University of Limerick, including a joint meeting of the three institutions hosted by Mary Immaculate College. Site visit to University College Cork, including a joint meeting of University College Cork and Cork IT, hosted by University College Cork.
Wednesday 2 May:	Site visit and meeting with Maynooth University (incorporating Froebel College). Site visit and meeting with Dublin City University (incorporating St. Patrick's College Drumcondra, Mater Dei Institute and Church of Ireland College of Education). Site visit to Marino Institute of Education.
Thursday 3 May:	Site visits to each of Trinity College Dublin, National College of Art and Design and University College Dublin, including a joint meeting of the four institutions (Marino Institute of Education, Trinity College Dublin, National College of Art and Design and University College Dublin) hosted by Trinity College Dublin.

Professors Sahlberg, Hyland and the representatives of the HEA would like to express their appreciation for the welcome they received and the hospitality extended to them in each institution which they visited. In all the institutions, staff and students engaged openly and frankly with the team and shared their experiences of the past five years and their hopes and expectations for the future.

The information in the following section relating to each centre supplements the information in the (Hyland) background report.

CENTRE 1

Dublin City University Institute of Education (incorporating the Education Department of DCU; the former St Patrick's College, Drumcondra; Mater Dei Institute of Education; and Church of Ireland College of Education)

When the international team visited Dublin in 2012, the President of DCU, indicated his vision of and commitment to the setting up of a world-class Institute of Education in DCU. Since then, the single-campus DCU Institute of Education, incorporating four separate institutions (DCU; St. Patrick's College, Mater Dei Institute, and the Church of Ireland College) has become a reality. All four partners must be strongly commended on the success of this major incorporation which required considerable commitment and a willingness to engage in significant changes, including re-location for many staff and students. During the visit on 2nd May, the staff of the new DCU Institute who met the review team were open and frank and while they did not understate the challenges which they had faced and continue to face as a result of the incorporation, they were united in their determination to ensure the ongoing success of the new Institute.

During the incorporation process, issues such as differences in staff pay and conditions, in ethos and in academic systems had to be addressed as well as the complexities of legal ownership of site and buildings, industrial relations and HR issues, and staffing issues with some issues remaining to be resolved. However, most of the difficulties have been overcome and the incorporation process was facilitated by financial support from the HEA and DES to ensure that the DCU Institute of Education would be operational and successful.

The Institute is now operating under its new "brand" and a Dean of Education has been appointed to ensure that the vision in its fullest sense will be implemented. At the lunch meeting with the review team, attended by staff of all four former institutions, an atmosphere of "parity of esteem" among staff of the four former institutions was evident. With some outstanding issues yet to be resolved, the incorporation of staff and students into one Institute continues apace, and since 2014, all the Institute's ITE students have been registered as DCU students. Students and staff are located in the former St. Patrick's College campus and they also have access to the facilities of the main DCU campus in Glasnevin, a few kilometres away and All Hallows, a short walk away.

The Institute now provides, on a unified campus, ITE across the full continuum including early childhood, primary, post-primary and further education. It provides specific religious education programmes for prospective teachers for Catholic and Church of Ireland schools as well as for multi-denominational and non-denominational schools. It provides programmes for SEN (special education needs) teachers as well as a range of continuing professional education programmes, Masters programmes and Doctoral programmes. There is evidence of a strong and well embedded research culture with a significant and growing publication record and the proportion of academic staff from former colleges of education with doctorates has grown to over 80%. In a situation where there has been a fall nationally in the number of students applying for ITE programmes for post-primary teachers, there has been an increase in applications, especially for concurrent programmes, in the DCU Institute of Education and the standard of applicants remains high.

During the visit of the review team, a tour of the campus was arranged and the team was impressed by the facilities both in the new building and the renovated old St. Patrick's building. The new Library is particularly impressive with its collection of relevant education books and resources, its IT facilities and student study facilities, with quiet areas as well as areas for collaborative and group work. Innovation and creativity was evident in the LEGO centre; some student projects and initiatives were discussed with the team.

During the discussion, staff expressed disappointment that commitment to full implementation of the *Sahlberg 1* recommendations was not a factor when tender specifications were being drawn up by the DES for initiatives such as PATH, new ITE programmes through the medium of Irish or other research projects for which tenders were sought from ITE institutions. While it was recognised that public and professional recognition for the new "brand" will take time to grow, the point was made that some official communications and statements continue to refer to the old College of Education designations, instead of the new "brand" i.e. DCU Institute of Education.

CENTRE 2

Trinity College Dublin, Marino Institute of Education, National College of Art & Design and University College Dublin

A joint meeting of representatives of the four institutions of the proposed Centre 2 was held in the office of the Vice-Provost/Chief Academic Officer of Trinity College on 3rd May. The atmosphere was cordial and constructive. At the beginning of the meeting, a paper which had been agreed by all four partners was given to the review team. The paper, titled “*Six Clusters or Seven*,” (included in full in Appendix 3) quotes *Sahlberg 1* as proposing that “teacher education in Ireland should be restructured into six configurations each of which would align with a university and one or more smaller designated teacher education institutions”. It states that the exception to this logical pattern was the proposed linkage of two of the state’s leading research universities TCD and UCD, along with two other institutions, MIE and NCAD in a single cluster. It pointed out that none of the other strategic alignments proposed in the *Sahlberg 1* report entailed the restructuring and alignment of two major research universities. The paper maintained that the logical approach would have been to propose two separate clusters, one made up of TCD and MIE and one made up of UCD and NCAD.

The point was made that the four institutions have worked since 2012 to ensure that teacher education should take place in a university setting, in a research-rich environment. While achieving this goal may not have occurred in the manner originally envisaged in 2012, the paper states that teacher education in this cluster is embedded in a context of cutting edge research and theory. In implementing the aims of the report, Cluster 2 has developed along two parallel trajectories with some initiatives involving all four institutions but with the most sustained activity being pursued along two parallel tracks. The paper argues that each of these two tracks are analogous to the five other recommended clusters and that TCD and MIE should be regarded as one cluster and UCD and NCAD as a separate cluster. The subsequent documentation made available to the review team and the ensuing discussions were on the basis of two separate clusters, namely (a) TCD and MIE and (b) UCD and NCAD.

TCD and MIE

The review team visited MIE on Wednesday afternoon 2nd May for a tour of the college and campus. The college is situated on an extensive site, part of which is used as playing fields and some of which is undeveloped. The site and the buildings are leased under a collaborative trusteeship arrangement to TCD and the Christian Brother European Province under a legal agreement for 99 years from 2006. The agreement was formalised in 2011 and a joint academic strategy between TCD and MIE was developed in 2014. An updated Instrument of Governance for MIE was issued in 2016. The chair of the Governing Body of MIE is former Vice-Provost/Chief Academic Officer of TCD.

The MIE campus includes the original Marino College of Education building which was renovated in recent years, and a new purpose-built building which includes an indoor sports arena, a large lecture theatre, as well as classrooms, a spacious art room, and other student facilities, with room for expansion. There is also a modern purpose-built student accommodation block on the site, which accommodates students both from MIE and TCD. Overseas students attending foundation courses in preparation for undergraduate study in TCD are accommodated and attend bespoke courses on the MIE campus. A variety of summer programmes are also provided on campus. There is however, no co-location of MIE students on the TCD campus or vice versa. And while in principle, students from both campuses could access facilities on the other campus, in practice this does not happen as the geographical location of the campuses does not facilitate such access.

There are now over 1,000 students registered in MIE. This number will grow in the coming years as MIE was recently awarded a €5 million programme by the DES as the sole national provider of an Irish-medium B.Ed. programme which will accept 70 students annually. Some staff of MIE are involved in collaborative research and curriculum projects with staff of TCD.

TCD provides a concurrent four-year ITE programme for second-level teachers of Music and a two-year consecutive ITE programme for post-primary teachers. Students and staff indicated that since the PME was introduced, as is the case with some other institutions, difficulties have been encountered in finding appropriate school placements for PME students as there is considerable demand in the Dublin region for such placements, especially for the ten-week block placement required by the Teaching Council regulations.

During the visit to TCD on Thursday 3rd May, the team saw the Trinity Long Room Hub, the Long Room of the Old Library and met students and staff in the Henry Jones Room of the Old Library building. The review team's attention was drawn to the research activity of the staff and the emphasis on doctoral studies in the School of Education where 75 doctoral students are registered. Presentations were made by staff and students of the concurrent Music Education programme and the consecutive post-primary PME programme, emphasising the research elements of these programmes and the collaborative links with MIE.

UCD and NCAD

During the visit to UCD, the review team met staff and students from the concurrent and consecutive ITE programmes. As indicated in the background report, the UCD School of Education has developed an ambitious strategy for teacher education over the coming five years. This strategy intends to harness the research strengths of the School as well as drawing on the disciplinary strengths of UCD and world class campus facilities, integrating this into an extended portfolio of ITE. The plan includes (a) extending the current range of concurrent (five year) ITE programmes; (b) extending their PME offerings to create a PME that caters jointly for primary and post-primary teachers; (c) providing Education as a Major subject at undergraduate Level and (d) extending outreach through accredited short-course CPD programmes. UCD has been in discussion with NCAD in relation to how NCAD could collaborate in these developments. However, the plans do not envisage any co-location of UCD and NCAD students although there is and will continue to be collaboration between staff of both institutions on research projects.

During the visit to NCAD, the team met with students and staff and viewed an exhibition of student work. The team also visited the studios and discussed their art and design projects with the students. During these discussions it emerged that many of the ITE graduates of NCAD plan to accept teaching positions abroad. The review team was informed that seven graduates who had specialised in Textiles had been head-hunted by a recruitment firm from Sweden and that they have accepted posts in that country starting next September.

CENTRE 3

Maynooth University (incorporating Froebel Department of Primary and Early Childhood Education)

As indicated in the background report, Froebel College of Teacher Education decided in 2011 to relocate from Blackrock, Co. Dublin on to the Maynooth University Campus, 25 km. away. The Dominican Sisters, who owned the Froebel College campus in Blackrock, facilitated the relocation and provided about one-third of the funding for a new purpose-built Education building on the campus of Maynooth University. Since 2011, Froebel students have been registered as Maynooth University students and while the first few years were difficult for all involved as the new building was not ready for occupation until the academic year 2016/2017, the leadership and staff of both MU and Froebel are to be strongly commended on the success of the incorporation process.

During the opening session of the team's visit on 2nd May, the President of MU emphasised that Education has been central to the culture of Maynooth University for decades. He referred to Education as a "central pillar" of the university – and described the determination on his part and the part of university management, to ensure that the Education building would be located in a prominent position on Maynooth campus with full integration of Froebel staff and students – thus reflecting the strong commitment of senior university management to Education.

The new building accommodates the staff and students of all the former departments as well as the staff of the former Froebel College. Programmes now provided by Maynooth University encompass the full sectoral continuum from early years education, through primary and post-primary (consecutive and concurrent); further education, adult and continuing education as well as university teaching through the centre for teaching and learning in Higher Education. The Education building is impressive, with teaching spaces that reflect the Froebelian ethos and mirror best practice in the design of early childhood and primary school classrooms. The architecture supports the pedagogical approaches appropriate to teacher education programmes. The building has facilitated strong interaction and relationships between staff from the various schools.

All staff (including the staff of the former Froebel College) are now employees of Maynooth University and parity of esteem was evident. While recognising that there is potential for further collaboration and joint research and teaching, and encouraging that this should continue, the team heard compelling evidence that staff of all levels and sectors are now collaborating and working together on various projects. The engagement of staff of the Department of Adult and Community Education was particularly impressive – a level of engagement that was not evident in other centres. In the context of this interaction, students are enabled to transfer from further education programmes to higher education programmes, a route that is not generally available in Ireland. Maynooth University is also committed to extending its access programme to ensure that young people from traditionally under-represented communities, e.g. the Traveller community, can access teacher education programmes.

The demand from students for the programmes for primary teachers has grown since Froebel College moved to Maynooth and the points required for entry are now the highest in the country. Students are also encouraged to engage with the Erasmus exchange, and in the last year more than a quarter of the relevant year group were involved in the programme. They are facilitated by the university in making up any shortfalls in their programme that might result from their travelling abroad.

CENTRE 4

University of Limerick, Mary Immaculate College (incorporating St. Patrick's campus), Limerick Institute of Technology

The visit to Limerick confirmed the situation as set out in the background paper. In this cluster there are three separate providers of ITE – MIC (incorporating the campus at MIC, St. Patrick's Campus, Thurles) and UL with LIT. Since the incorporation of MIC Thurles in 2015, MIC now provides ITE across the continuum of early childhood, primary and post-primary education as well as adult and further education. UL/LIT provides concurrent and consecutive ITE programmes for post-primary teachers. There are currently over 5,500 education-registered students across MIC (3,800) and UL (1,700) with a further 35 students in LIT. Both centres provide a wide range of CPD courses and both are research active with collaboration in some areas, especially at Masters and Doctoral level (e.g. (i) MIC is the lead partner in REX (with UL and NUIG) which is a pioneering online social network for teachers and researchers, (ii) UL education researchers have published over 120 journal articles in ISI-indexed journals in the last 4 years with many of these focused on teacher education, (iii) significant involvement in editorial work encompassing national/international peer-reviewed journals and edited books). Since 2016, UL and MIC provide a joint Arts programme with different subjects being taught on the different campuses. MIC, LIT and UL have invested in facilities which impact on the quality of ITE student experience and opportunities for postgraduate study in education (e.g. (i) major refurbishment of the John Henry Newman Building at MIC to support research and postgraduate studies; (ii) UL's modern facilities for practical work in languages, PE and STEM subjects as well as a major extension to its library with state-of-the-art facilities and 1,200 additional spaces; (iii) LIT's new Church Gallery space at LSAD providing a significant teaching and exhibition space for the institution and city).

The joint National Institute of Studies in Education (NISE), which was set up in 2014, is a concept that has not yet been fully realised, as until now it had no Director. The review team was informed that the current Professor of Teacher Education in UL has recently been appointed Director of NISE, and it is expected that this will enhance the opportunities for deeper and more extensive collaboration between Mary Immaculate College and UL. NISE will be a vehicle for collaboration between MIC, UL/LIT, not a basis for integration or amalgamation of the two separate entities. For example, NISE will enhance the current arrangements for collaborative research as well as for Masters and structured Ph.D. provision and it is expected that it will help to strengthen the links between the two institutions. While it is intended that NISE will deliver on a clear vision for teacher education in the Limerick region, it is too early to say whether and if so how it will actually impact on ITE. With regard to ITE, NISE partners will undertake a number of collaborative initiatives including: (i) funded research bursaries for research on ITE, (ii) large scale programme level study spanning NISE partners' ITE programmes, (iii) collaborative development of ITE pedagogical resources, (iv) involvement in a major large-scale 3-year cross-national study of initial teacher education.

The meetings with the leadership and staff of MIC, UL and LIT were positive and constructive and there was a sense of goodwill on all sides and a palpable willingness to work together. The leadership of UL has changed in recent months and a new President has just been appointed in MIC. This will provide a renewed opportunity for the two institutions to gain momentum and foster greater collaboration. Parity of esteem was evident in the interaction between staff of all three institutions although concern was expressed to the review team that equal opportunities for staff promotions (e.g. to professorial level) have not yet been approved for staff of MIC, as they appear to have been in other centres.

During the visit, the team was impressed by the campus of MIC, especially the newly built sports complex, student hub, the Lime Tree Theatre and the newly refurbished postgraduate building – the John Henry Newman centre. The team met with staff and students from different programmes who had prepared a display of their research and work and who engaged enthusiastically with the team. The STER (Student-Teacher Educational Research) online journal has been established to give student teachers an opportunity to disseminate and share their research findings with peers, teachers and teacher educators. As regards internationalisation, the team was informed that while some students spend short periods in placements abroad, especially in developing countries, this is not systematically embedded in the B.Ed. programme. Furthermore, there are currently six ERASMUS+ projects underway among NISE partners with 4 in UL and 2 in MIC.

The team noted that over 70% of the 76 academic staff of the MIC Education Faculty have doctoral degrees and a further 15% are completing doctoral studies. Staff are research active and MIC is one of three partners (with UL and NUIG) in Research Expertise Exchange (REX) – an online social network for teachers and educational researchers. REX is funded by the National Forum for the Enhancement of Teaching and Learning. MIC has a well-established Curriculum Development Unit (established in 1986) which undertakes research into curriculum and pedagogy and this research informs the development of textbooks and resource materials, enhanced by new technologies. MIC is engaged in a variety of outreach STEM activities. An online interactive system for school placement for both MIC and UL students (TUS – Teacher, University, Student Interface) has been developed in collaboration with UL and this has facilitated matching students with appropriate schools and co-operating teachers and monitoring their progress during school placements.

The team also visited the Limerick School of Art and Design, LIT Clare Street Campus. The visit focused on the LSAD Church Gallery exhibition space where the annual Art and Design exhibition by students on the Professional Master of Education in Art and Design (PME) was on display. The exhibition, an integral component of the PME programme, presents an overview of current art and design curriculum innovation from second level schools, providing a forum for student teachers to disseminate research conducted in schools and a platform for professional partnerships with schools through the 'School in Focus' initiative. While there the panel had an opportunity to interact with the students, to listen to their research presentations and to engage with their ambitious projects that had been developed in the classroom. On this PME programme the subject specific practical work, pedagogical studies, research and school placement elements continue to be carried out in LIT and the students attend foundation studies modules on the UL campus, with UL students. Their PME programme is validated by UL and since 2016 has been a jointly awarded degree by UL and LIT.

During the visit to the UL campus, the team met with staff and a small number of students. Undergraduate ITE students in UL study their academic subjects in the relevant subject departments (e.g. Biology or Mathematics or Chemistry) and their education studies in the School of Education. UL has a post-primary PME programme in business, music, technology, mathematics, languages and PE. The team visited the EPI-STEM, National Centre for STEM Education, which was set up ten years ago with funding from the HEA. The Centre has received funding from the DES in recent years to provide an upskilling programme (Professional Diploma in Mathematics for Teaching, PDMT) for 'out of field' teachers of mathematics, and the review team was informed that when the sixth cohort completes the programme in 2019 1,000 teachers (approx.) will have graduated from the Teaching Council-approved PDMT. Since 2017 UL is offering, with NUIG and UCD, a jointly awarded Postgraduate Diploma in School Leadership (PDSL) with an intake of 250 in 2017 and 300 in 2018 – encompassing 'aspiring leaders' from both primary and post-primary schools countrywide. The programme is partly funded (60%) by the DES.

CENTRE 5

University College Cork and Cork Institute of Technology

UCC provides ITE programmes for early years teachers as well as concurrent programmes for Science teachers, PE and Sports teachers and a consecutive programme for post-primary teachers leading to a PME. CIT, in collaboration with UCC, provides a programme for teachers of Art and Design leading to a joint PME degree from CIT and UCC. UCC has a structured school placement system with a memorandum of understanding with 79 schools in the area/region. UCC has no significant problems with school placement and has traditionally had a strong relationship with post-primary schools within its catchment area.

During the visit to University College Cork, the team met with the Registrar/Deputy President, The Head of the College of ACSSS, staff from the School of Education as well as staff from CIT Crawford College of Art and Design. Some students from both the PME and PME (Art and Design) also attended part of the meeting and spoke about their professional research papers. Posters of some of the papers were on display at the meeting. The team was also provided with examples of the professional research papers from the PME and PME (Art and Design). The team also visited the impressive University library and its Creative Zone. UCC's Creative Zone was visited as the School's Teaching Research Laboratory, a similarly designed facility, was unavailable due to building refurbishment.

The team was impressed by its visit to the UCC Eureka Centre (for Science Education) – where PME and B.Sc (Science Education) students undertake the lab-based components of their programme. This purpose-built centre includes two laboratories mirroring school-based science laboratories. The Eureka Centre is used at weekends and during vacation for CPD for primary and post-primary teachers which is offered on a pro bono basis as a contribution to the profession. It similarly provides hands-on laboratory classes for primary and post-primary pupils especially those from educationally disadvantaged backgrounds. Programmes have been provided for out of field teachers to fulfil the requirements of the Teaching Council in Physics and Chemistry and UCC would be willing to engage with the DES in providing further upskilling for STEM and other teachers as required. The team would like to commend UCC on the strength of provision in this area, and the close relationships which has been developed with STEM teachers nationally and with school and pupils in the area.

CENTRE 6

NUI Galway (incorporating St. Angela's College of Education, Sligo, and Galway-Mayo IT)

There are three campuses involved in this Centre – NUIG, St. Angela's, and GMIT (Letterfrack and Galway campus). The new NUIG centre for ITE will continue to be located on three separate campuses but there will be full incorporation of the St. Angela's campus (including staff and students) into NUIG. Since 2012, close collaboration has been developed between staff and students in the three campuses. GMIT (Construction Studies and DCG students) spend the first two years of their programme in Letterfrack, where The National Centre for Excellence in Furniture Design and Technology is based and at which expensive and sophisticated wood technology equipment is located. The students spend the final two years in Galway, taking their Education modules on the NUIG campus. While the staff and students of St. Angela's will continue to be physically located on the St. Angela's campus, since the specialist Home Economics facilities are located on that campus, it is envisaged that the students will be registered as NUIG students and will work closely with their counterparts on the NUIG campus, using video-conferencing and other communications technologies.

A great deal has been achieved in this Centre since 2012. Both parties, NUI Galway and the trustees and management of St. Angela's are committed to full incorporation when all legal issues are resolved. The trustees and management of St. Angela's have agreed that the legal ownership of the campus should be transferred to NUIG. This is a valuable site and campus, located in a stunningly beautiful location on the shores of Lough Gill, and when the legal transfer is effected it should prove to be a valuable extension of the University in the North West Region. A significant legal difficulty has been identified during due diligence in relation to access rights to St. Angela's campus and facilities, resulting from a sale of land by St. Angela's in 2005. The review team was informed that this issue will need to be satisfactorily addressed in order to make it possible to finalise the incorporation of the St. Angela's staff and students.

Human resources and institutional problems, arising out of the different staff contractual arrangements in St. Angela's and NUIG, have largely been resolved and both institutions have agreed that a successful incorporation will be based on parity of esteem between staff of St. Angela's and of NUIG. Senior staff in both institutions are disappointed about the delay in bringing the incorporation process to a successful conclusion – a disappointment shared by this review team, who look forward to a successful resolution of the legal difficulty. It was gratifying to hear the staff of the three institutions comment positively on the potential of the new collaboration.

During the site visits to St. Angela's and NUIG, the review team saw examples of excellent facilities and some very good practice. On the St. Angela's campus, pupils from local primary and post-primary schools were being taught by ITE students using the college's laboratory facilities. Other students were using the Home Economics facilities to give demonstration classes to their fellow students and to practise their cookery and home economics skills. Extra support was provided by staff for student teachers who had not had an opportunity to teach some aspects of the HE programme on their placement. Samples of student work were on display and students discussed their research projects with the review team. A tour of the new and modern library was also provided.

The team heard that in order to comply with the new requirements of the Teaching Council, the concurrent two-subject ITE programme (which had been a four year 240 ECTS programme) has been extended to five years (300 ECTS credits). The second subject is now taken at undergraduate degree level (Level 8). The subject Economics will be dropped from next year. There is close co-operation with the Education and other staff of NUIG – the NUIG Professor of Education spends time every week on the St. Angela's campus and other staff from both campuses have been involved in programmes planning and other integration initiatives. Moreover, the ITE programme has been reformed to provide more time for self-study and reflection, and timetabled staff/student contact time has been reduced by 35%. The staff are committed to developing a research culture and are extending their international connections; a short live video-conference was provided with a graduate who is teaching in the outback in Australia. Problems with internet access in this part of rural Ireland are being resolved by the laying of a new fibre-optic cable to improve connectivity with NUIG, and more generally the use of technology in teaching practice is to be commended. St. Angela's provides upskilling modules in home economics for existing teachers and a new development is a PhD in Home Economics.

The site visit to NUIG was also impressive. The team met with staff and students of both the concurrent (Mathematics and Education) and consecutive (PME) ITE programmes, as well as the PME programme through the medium of the Irish language. Some impressive examples of student projects were on display and the team had an opportunity to discuss these projects with the students.

NUIG provides a B.A. (Children's Studies) and initial teacher education programmes for further education teachers and a programme on Adult Learning and Teaching. These programmes are co-ordinated by the Centre for Adult Learning and Professional Practice.

The team also met with students and staff of GMIT and noted that there is a growing link between NUIG and GMIT, underpinned by the recently established Teacher Educators Together (TET) network. The stated mission of TET is:

To promote creative and innovative collaborations between the NUIG and GMIT teacher education (TE) programmes with particular emphasis on shared expertise and resources, the promotion of creative and innovative pedagogies, collaborative research projects and the fostering of international partnerships in the field of TE.

Impressive work by GMIT students such as furniture artefacts, advanced graphics displays, computer aided design projects, ePortfolios and poster presentations were seen and interrogated by the team. A range of technology-led teaching and learning resources designed by staff of GMIT were also demonstrated. TET collaborative research outputs presented at both national and international education conferences were also on display.

The team noted the research synergies that have developed in the past five years deriving from the strengths and expertise on all three campuses and especially noted that there are currently four research clusters, incorporating staff from all three institutions: Diversity and Inclusion in Education; a STEM cluster; Leadership and Professional Development in Education; and Irish and Modern Language Education.



Conclusions about Structural Reforms since 2012

Considerable progress has been made over the past five years in implementing the recommendations of *Sahlberg 1*. The leadership and staff of all institutions are to be commended on their commitment to the implementation agenda and on the outcomes achieved. The structural reform took place at a time of national economic retrenchment while also coinciding with significant reform of ITE programmes following the decision to extend ITE programmes by an additional year (i.e. an additional 60 ECTS credits). During the period of the recession there was a moratorium on recruitment of new staff and this exacerbated the challenges faced by the HEIs.

In spite of the difficulties experienced in implementing the reform agenda, the team was gratified to hear staff in a number of centres commenting positively on the experience. Many said they would not have undertaken such major change without some outside “push” but having been through it they found it exciting and exhilarating. They talked about the experience forcing them to think “outside the box” in a way they would not have otherwise done.

Overarching Issues

From the restructuring perspective, the recommendations of the *Sahlberg 1* report have been fully implemented in the case of three Centres: Centre (1) DCU Institute of Education; Centre (3) Maynooth University; and Centre (5) University College Cork and Cork IT. Centres (1) and (3) provide a full range of ITE programmes from early childhood to post-primary (including adult education), with full incorporation of staff and students on the same campus. Centre (5) provides an ITE degree programme for early childhood, as well as consecutive and concurrent programmes for post-primary teachers. CIT Crawford students attend all relevant Education modules on the UCC campus and graduate with a joint PME from both institutions.

In the case of Centre (6) NUI Galway/St. Angela’s – implementation of the recommendations of *Sahlberg 1* is almost complete and senior management teams in both institutions are committed to finalising the incorporation of St. Angela’s into NUIG as soon as legal issues are resolved.

The decision by the trustees of St. Angela’s (Sligo) and St. Patrick’s (Drumcondra) to transfer their college campuses *gratis* to public universities is impressive as is the financial contribution made by the Dominican Sisters towards the new Education Building in Maynooth University to accommodate the transfer to MU of the Froebel College.

In Centre (4) UL/MIC there have been significant developments since 2012. New Presidents of both UL and of MIC have been appointed recently. The new MIC (incorporating St. Patrick’s in Thurles) now provides ITE across the continuum of early years, primary and post-primary as well as providing CPD, Masters and doctoral programmes. There are currently over 5,000 students (undergraduate and postgraduate) registered in MIC (including students on blended learning programmes) – on Arts/Humanities as well as Education programmes. The campus is impressive with modern sports facilities; a theatre; a post-graduate research building and state-of-the-art IT and teaching facilities. Staff and students are research-active and the majority of the academic staff have completed doctoral studies. MIC and UL collaborate on research, CPD and Masters and Doctorate programmes through the National Institute for Studies in Education (NISE). A Director has recently been appointed to NISE and it is anticipated that collaboration between MIC and UL will grow and strengthen in the years ahead. LIT Art and Design students now attend lectures and tutorials with the PME students in UL.

As regards the earlier proposed Centre (2) that includes TCD, UCD, NCAD and MIE, the four HEIs represented to the review team that the configuration suggested in *Sahlberg 1* for this centre was the exception to the logical pattern proposed for the other centres. They pointed out that none of the other strategic alignments proposed in the *Sahlberg 1* Report entailed the restructuring and alignment of two major research universities. They maintained that the logical approach in 2012 would have been to propose two separate clusters, one made up of TCD and MIE and one made up of UCD and NCAD. Having visited all four sites, read all the documentation provided and discussed the revised configuration suggested by the four institutions, the review team accepts the logic in the argument presented. The review team is aware that both universities have separate ambitious agendas for the development of their Education Departments – which do not include co-operation in relation to the delivery of ITE programmes. However, there are some research collaborations between UCD and NCAD, and both institutions have a positive working relationship.

In relation to Centre 2a (TCD and MIE), the team noted that a legal agreement was signed in 2012 whereby TCD is now in a joint trusteeship of the MIE campus. Although a small college, MIE has grown in the past six years and now has around 1000 students. While some of its academic staff are engaged in research collaboration with academic staff of TCD there is not a strong tradition of research in MIE. MIE continues to be funded directly by the DES and is not under the auspices of the HEA. This has meant that the HEA has no influence or authority over MIE and does not collect student or staff data relating to MIE. Unlike other HEIs, MIE is not subject to the HEA's Performance Management Framework under which funding incentives and disincentives can be provided.

As regards Centre 2b (UCD and NCAD), the review team notes the ambitious developmental plans presented by UCD, including plans for the introduction of an ITE programme for primary teachers. Should these plans be implemented, the continuum of ITE programmes from primary through post-primary (concurrent and consecutive) would be provided in UCD in a research active university environment. The growing collaboration with NCAD is also noted as is the potential of this collaboration for growth and extension in the years ahead.

High Quality of Students

The team was impressed by the high quality of students met during the visits. It was noted that the academic calibre of the intake into concurrent programmes, both primary and post-primary, remains high, although perhaps not quite as high as in 2011. Students accepted on to the B.Ed. (Primary) programmes in 2017 scored among the top 20% of those applying for Higher Education programmes through the Central Applications Office (CAO), with those accepted to Maynooth University (Froebel) scoring within the top 15%. Students accepted into concurrent post-primary ITE programmes scored generally within the top 25% – 30% of that cohort. There still continues to be a significant surplus of applicants over available places for ITE programmes, especially for concurrent programmes, but the gap between numbers applying and places available has narrowed since 2012. It has been noted that the reduction in the starting salary of teachers, introduced during the recession, may have contributed to the somewhat reduced student interest in ITE programmes. The team understands that some progress has been made in restoring the salary level and that talks are underway towards further restoration.

As regards graduates from the postgraduate consecutive programmes for post-primary teachers (the PME programmes), graduate numbers have fallen by more than a third since the two-year programme was introduced in 2013/14 (details given in Appendix 4). Additional resources were not made available to the Education Departments of the Universities at the time the changes were introduced, and consequently, they decided to reduce the annual intake of students, in many cases by 50% – to enable them to continue to provide high-quality programmes. Virtually no students graduated from the post-primary consecutive programmes in 2014/15 and since then there has been a reduction from over 1,200 graduates p.a. from consecutive programmes prior to the 2-year programme, (an annual figure that had been broadly unchanged since 2003/4) to around 800 from 2015/6 onwards. This has contributed to the shortage of post-primary teachers currently being experienced, especially in some subject areas.

The extension of ITE programmes by one year has meant that newly qualified teachers have to spend up to six years in university to qualify as a teacher. Since the PME is a postgraduate programme, students are required to pay fees of around €6,000 p.a. for each of the two years of the programme, a sum which is prohibitive for many students (in the case of undergraduate students the student charge is €3,000 p.a.). The impact of this needs to be considered further.

As regards the shortage of teachers in some subject areas, many Centres expressed a willingness to provide programmes, on a blended learning basis, to enable existing teachers, some of who may be teaching subjects “out of their field”, to qualify in those subjects.

Link between schools and ITE providers

The extent of the link between schools and ITE Centres varies from Centre to Centre. The linkages tend to be more structured outside the Dublin area, with Dublin centres finding it increasingly difficult to arrange placements for their students, especially for the 10-week block placement in the final year. The team noted the development of TÚS, an online placement tool for student teachers, by MIC and UL. The structured MoUs between UCC and placement schools was also noted. The question was raised by some of the Dublin-based Centres as to whether such intensive and extended placement is necessary or indeed helpful to student teachers and asked whether there might be another way to achieve a satisfactory teaching experience. It was also pointed out that there is no national structure for supporting or rewarding co-operating teachers who accept student teachers for placement and engage in mentoring and supporting them. The view was expressed by a number of providers that this problem cannot be solved by the ITE providers alone – it requires a national initiative to support a stronger partnership between ITE providers and schools. An international trend seems to suggest that more advanced ITE providers (without exception these are research universities) are establishing clinical teacher education schools to provide teacher training similar to how bedside training occurs in modern medical schools. The review team believes, based on conversation with several stakeholders during the site visits, that this is a realistic opportunity to further advance ITE in Ireland.

The Continuum of initial, induction and in-service teacher education

Some of the ITE Centres are involved in the national induction programme (*Droichead*) and all Centres provide in-service programmes of various lengths and types. It was pointed out that university-based in-service programmes rarely benefit from government in-service funding as such funding is targeted to specific priorities. Teachers themselves have to pay whatever fees are charged by universities for CPD programmes which lead to a Masters or other qualification, and there is no longer any financial allowance for additional qualifications, as was the case in the past. The review team believes that most or perhaps all of the new Centres have both capacity and innovations related to novel designing and effective implementation of professional learning for teachers and school leaders.

Lack of empirical evidence

While most centres referred to anecdotal evidence to indicate the success of their restructured programmes, it was notable that no centre produced empirical evidence to support their claims. While the team could glean some information about student attitudes to their ITE programmes from the Irish Survey of Student Engagement (ISSE), the relevance of the ISSE is limited as the return rate is so low (see Appendix 5 for more details). It is paramount that as the recommendations of *Sahlberg 1* and the recommendations arising from this review are fully implemented, there will be more reliable evidence about how things actually change. As of now, the review team’s knowledge as to whether students experience their studies and develop as student teachers differently than before, is quite limited. Neither does the review team have any empirical evidence as to whether the research engaged in by staff and students in the newly reconfigured ITE programmes makes any difference, or how new forms of collaboration affect staff and programmes over time. The review team sees lack of empirical evidence as a serious handicap that should be addressed without delay.

A Strong Research Base?

The *Sahlberg 1* report recommended that each centre for teacher education should possess a critical mass in terms of research capacity and expressed the view that the new configurations would mean that strong research bases would be embedded in each centre. The revised Teaching Council criteria for the accreditation of ITE programmes requires academic staff to be “research active and take lead roles with regard to assimilating, conducting, publishing and supervising research.” The review team saw convincing evidence of research activity in all the ITE Centres visited. HEIs in which a minority of staff had doctoral qualifications six years ago have made very significant strides in this regard and in virtually all centres a majority of staff have now completed doctoral studies.

Students in all centres are required to undertake some research. Examples of student research dissertations were made available in some centres while in other centres students presented poster presentations of their research. While student research was generally focused on pedagogy and other classroom issues and was of a rather high standard, the review team was not convinced that all students really understood the value that a research approach would have in their future positions as teachers. The review team thinks that it is important that as ITE becomes enriched by research undertaken more often by students and academic staff, all students prior to their graduation should have consistent and mature understanding of how and why teaching should be a research-based profession. Furthermore, the review team believes that to achieve this outcome, the culture of these new centres should be streamlined so that students will experience a research-based profession rather than just learning about it. Joint research projects with teachers in their institutions and in placement schools could well serve that purpose of cultural change.

The Continuum of ITE from early years to further education?

Centres 1, 3 and 4 provide ITE for the full continuum of early childhood, primary, post-primary and further education teachers. Centres 5 and 6 (Cork and Galway) do not provide ITE for primary teachers². Even though almost all centres provide ITE across the continuum, only one centre (MU) showed concrete evidence of significant interaction between staff and students at all levels of the continuum from early years through to further and adult education. In the case of MU, the team heard that interaction between the department of Adult and Community Education which provides ITE programmes for teachers in further and adult education and the other departments (i.e. early years, primary and post-primary) has begun to develop and that this interaction has already enriched the learning experience of staff and students. In some other centres, while the written documentation had indicated that ITE programmes were provided for teachers of early years and/or further education, there was no direct evidence of this during the visit. In some centres, ITE for early years and further education teachers is not under the auspices of the School of Education and there appears to be little or no interaction between the staff or students involved at the various levels. The review team emphasises that it is necessary that all centres providing ITE seriously consider and are supported by the authorities to build sustainable bridges across the whole spectrum of teacher education in the future, even if not all centres provide ITE programmes for each level.

Governance Issues

The review team recognises that in centres where full incorporation has taken place (e.g. Centres 1, 3 and 6) or where joint degrees are being conferred (e.g. Centre 5) new governance and management structures, or memoranda of agreement, were put in place following consultation with the HEA and the DES. In relation to Centre 4 (Limerick) the team notes that the Framework Proposal regarding the establishment of NISE, signed by the three partners in April 2014, includes proposals for governance. In view of the recommendations of this report in relation to Centres 2(a) TCD/MIE and 2(b) UCD/NCAD, further discussion may be required in relation to governance and management structures for those centres.

2 If Centre 2 becomes two separate centres i.e. 2(a) and 2(b), Centre 2(b) i.e. UCD/NCAD with its current provision would not provide for the full continuum.





Recommendations on the further development of the structure of ITE in Ireland

This review took place six years after the first review of the structure of ITE in Ireland and its main purpose was to assess the current state of ITE with reference to the recommendations in the *Sahlberg 1* report. We conducted our analysis by visiting all HEIs offering ITE with a particular focus on the extent of the structural and cultural changes which have taken place since 2012. We were also asked to consider the effect of the reforms on the quality of instruction on pedagogy and on the educational experience of teacher education students, assess the impact of the reforms on research capacity in the teacher education institutions, and linkages between theory and practice from students' perspective. Furthermore, we were encouraged to report on the future directions of ITE in Ireland.

We would like to refresh the reader's memory of the vision that the Review Panel in 2012 based its analysis and recommendations:

"Vision for the structure of ITE provision in Ireland is that by 2030 Ireland will have a network of teacher education institutions based on a small number of internationally comparable institutes of teacher education. Each of these institutes will offer research-based teacher education in internationally inspiring environments, provided at Masters level initially or through continuing professional development. Each will also offer further professional development services on the continuum ranging from early childhood to in-service training of teachers and leaders."

It is against these expectations and our detailed analysis based on collected evidence that we make the following recommendations for both higher education institutions and higher education authorities and other decision-makers in Ireland.

General recommendations

1. Ireland should have seven centres of excellence in ITE

The *Sahlberg 1* report recommended the establishment of six centres of excellence as mentioned in the introduction. We saw mostly positive progress made towards this goal during our site visits with one exception. A proposed new centre comprising TCD, MIE, UCD and NCAD has not been actualised as suggested. Based on our observations and conversations with all key stakeholders during the site visits we recommend that higher education authorities should continue and enhance (as specified below) both technical and financial support to all five suggested centres of excellence except to the proposed TCD/MIE/UCD/NCAD centre. In the case of that centre we recommend that it should be further developed as two separate centres comprising of TCD and MIE on one hand, and UCD and NCAD on the other.

In all of these seven centres of excellence of ITE in Ireland the key strategic focus should be on creating a coherent range of ITE provision from early childhood teacher education to adult and higher education teacher preparation. We also recommend that this should take place by further strengthening research-based approaches to teacher education, quality of pedagogy and instruction throughout various programmes, building coherent linkages between theory and practice, and broadening internationalisation of ITE including both students and academic staff. Furthermore, we recommend that MIE be brought under the auspices of the HEA like all the other ITE providers and that it strengthen its research and other collaborations with TCD in the years ahead. As indicated earlier in this report, appropriate governance and management structures may need to be put in place in centres where such structures do not currently exist.

2. From reforms to further developed ITE system

The higher education sector and especially teacher education in Ireland have been affected by several reforms during the past decades. The overall observation during this review was that it is now time to make a transition from 'the reform phase' in ITE to 'the further development' of teacher education in Ireland as guided by the national higher education strategies and the universities' own development plans within the spirit of the *Sahlberg 1* report. As we see it, with the completion of the structural reforms and the creation of a smaller number of stronger and higher performing teacher education clusters, the reform era concerning those institutions which accomplished the earlier goals should be, for the time being, over.

We recommend that higher education authorities and other policy makers should aim at creating a self-improving professional ITE system in Ireland where the centres of excellence would have more autonomy from the state level central administration but would have enhanced collaboration with each other. This could mean, for example, that the teacher education centres across the system would find new ways to work with one another, engage voluntarily in peer reviews by taking a deeper look at one another's work, and create alliances in the fields of teacher education that are critically important for coping with teacher supply and demand issues or alternative forms of continuous professional development in schools.

3. Recognize good work and support those institutions that need help

As mentioned above we were quite impressed by the commitment to ITE in Ireland and the amount of work that has gone into that since 2012 and earlier. In some cases, the proposed mergers or incorporations have not been easy often requiring travelling hours and considerable time spent on meetings to find the best ways forward. We heard often that the process leading to closer collaboration between different HEIs has been more rewarding than people initially believed. We were told almost without exception that thinking more broadly about one's own work and considering new collaborations have been very positive experiences in themselves. It is noteworthy that significant HEA and DES financial support provided to the institutions to ensure operational implementation of planned changes, such as the DCU Institute of Education, has been important. During the site visits we also heard many comments about lack of recognition of progress made or of good work accomplished at the various centres. We therefore recommend that the higher education authorities should sharpen up their timely and continuous feedback to the centres of excellence especially when there are reasons to publicly recognize good work done. Failure to react positively to achievements may lead to apathy and carelessness within the centres that could be extremely harmful for the positive progress overall made in Ireland. It is also recommended that the official bodies such as the DES, Teaching Council and HEA in their communications consistently call the new teacher education establishments by their new names. Failure to do so makes it difficult for the new centres of teacher education to become known under their new brand names.

4. Create incentives for the centres of excellence to reach their strategic goals sooner

Change can be significantly accelerated by smart incentives, both non-material and material ones. Those who hold the power of resources and money are often in the best position to make incentives serve intended changes. During the site visits the team could not determine whether there are currently good enough external incentives for the centres of excellence to further develop some important aspects of ITE. For example, we saw good efforts in some centres of excellence to make the links between preschool, primary school and post-primary teacher education more coherent for students and researchers but there were no external incentives for them to embed or enhance those efforts. We were also left with an impression that the relatively large amount of money (estimated to be at the range of 40 to 50 million euro per year³) that is invested into the continuous professional development of teachers and school leaders in Ireland has no real role to play among ITE providers. The team recommends that the authorities and the universities hosting the centres of excellence should create better incentives for these centres to reach their strategic goals more rapidly. For example, part of the annual spending on CPD could be distributed to the universities or centres of excellence through a competitive funding scheme that would also seek novel, innovative solutions from the universities to further develop the impact of CPD provision. It is equally important that the higher education authorities don't use their power through funding new programmes in such a way that would work against the principles of rewarding good work as was the case with funding new ITE programmes through the medium of Irish or other research projects for which tenders were sought from ITE institutions mentioned earlier in this report.

3 In 2017, the DES spend on CPD included €27.9m on CPD Programme Costs, €20.6m on the salary costs of seconded personnel to deliver CPD and €5.8m on substitution costs for participant attendance at CPD.

5. Further emphasize understanding research-based ITE among teacher educators and students

The *Sahlberg 1* report had a strong accent on ITE being based on research. This means, among other things, that there is a distinct culture of research in teacher education where staff are familiar with contemporary national and international research and are actively engaged in research on critical areas of teaching and teacher education. The oft-cited motto: “*We research what we teach and teach what we research*” is telling. Indeed, all ITE students should be actively engaged in research of their own practice, reflecting on it and continuously improving their teaching accordingly. Within this research-rich teacher education culture students will learn not only about educational research but also to think independently and collectively as researchers. The review team saw and heard a lot of evidence that suggest that such activities are being rooted in ITE soil. But we also heard students who were not very clear about why they need to be aware or able to use research skills in their work as school teachers. The team therefore recommends that all centres of excellence should make extra efforts within their programmes and courses to make sure that all students, prior to their graduation, have good understanding of not just how to read and do research but also how to think as researchers when working in or with schools and why it matters.

6. Continue seeking synergies through degree programmes and courses

Some recent collaborative developments within and across the new Centres provide an exciting opportunity for Centres to share and disseminate good practice across various elements of ITE programmes. This could include the sharing of innovative pedagogical practices, creative use of technologies and the publication and dissemination of new resources for ITE students and for schools. We recommend that incentives be provided to encourage such synergies between various centres in the years ahead to ensure that time and energy should not be wasted in “re-inventing the wheel” if the wheel has been invented elsewhere.

7. Reimagine school placement as part of ITE structure

School placement forms an essential element of ITE in Ireland. It is highly regarded by the providers and commonly seen as a helpful part of showing the real side of the teaching profession to students. We heard wonderful illustrations from students about how being placed in a real-life environment can change the entire picture of what it is and what is required to be a teacher. We also heard some students’ concerns about their placement experiences and how difficult it is for some ITE providers to guarantee that all field experiences would be fruitful and professionally valuable learning experiences for the students. We recognise that current structure and policy-related school placements as part of ITE in Ireland provides most students with a genuine place to understand school-life and to practise teaching in safe and supportive environments. However, there is no guarantee that given the large number of schools and teachers involved in placements each year, all students without exception experience learning to teach through clinically supervised settings. We therefore recommend that DES together with other relevant authorities and all seven ITE centres of excellence launch a review of current placement practice and based on that make necessary changes in policy, funding and practice in order to bring practical elements of ITE closer to the universities. We also recommend that two or three centres should make necessary arrangements to have clinical teacher training school or schools closely integrated into their normal operations. This would bring a significant part of practical training that is currently offered by placement schools to these university-operated clinical training schools. Such a development might be introduced on a pilot basis in the first instance and should include ongoing research on its impact on research-based teacher education, and evaluation of the quality of ITE student outcomes.

8. Build a low-cost, institution-based system to monitor the progress and further development of ITE in Ireland

Most of the questions assigned to this review team if answered reliably would require systematic data collected from ITE providers. The ISSE is conducted annually but response rates are normally too low to enable any trustworthy conclusions (Appendix 5). The review team recommends that all ITE centres collectively design a survey instrument that would help to monitor the progress and further development of ITE in Ireland. This could be an annual or biannual online survey that would focus on essential aspects of the evolution of ITE in Ireland, including student experiences of growing into the teaching profession, the impact of research as part of ITE, the effectiveness of practical training, the relevance of pedagogy used in teaching and learning, to mention just a few. This data should make possible both cross-institutional comparisons and analysis of progress made over time in each and every centre.

Centre specific recommendations

Centre 2: Having visited all four sites, read all the documentation provided and discussed the revised configuration suggested by the four institutions, the Review Team accepts the logic in the argument presented and recommends that two separate centres be recognised here, namely Centre 2a – TCD and MIE; and Centre 2b – UCD and NCAD. TCD and UCD have a positive working relationship, and both have separate ambitious agenda for the development of their Education Departments which do not include co-operation in relation to the delivery of ITE programmes. (There are however, some research collaborations between UCD and NCAD). It is recommended that research and other collaborations should be extended and developed. Consideration should also be given to developing governance and management structures which will facilitate greater collaboration between centres 2(a) and 2(b).

As regards Centre 2a MIE is the only provider of ITE which is still funded directly by the DES. All other colleges were transferred to the HEA for funding and administrative purposes some years ago. In the context of the findings of this review, it is suggested that it is timely that this anomaly be addressed. Therefore, the team recommends that MIE be brought under the auspices of the HEA like all the other ITE providers and that it strengthen its research and other collaborations with TCD in the years ahead.

Centre 4: We recommend that MIC be recognised as a free-standing provider of ITE programmes for early childhood, primary and post-primary teachers. UL will continue to provide concurrent and consecutive ITE programmes for post-primary teachers and provide academic validation for MIC programmes. The recommended re-configuration in Limerick raises issues relating to consistency of staffing arrangements across the sector which will need to be addressed. Both MIC and UL (as well as LIT) are committed to working in close collaboration as was formally agreed in the NISE founding document signed by the three institutions (MIC, UL and LIT) in April 2014. This document sets out a governance and management structure for this centre.

Centre 6: We recommend that particular attention should be given to and support provided to NUI Galway/St. Angela's incorporation process to fully implement the recommendations of *Sahlberg 1* report, and to finalise the incorporation of St. Angela's into NUIG, especially in resolving the legal issues related to the merger.

Supplementary issues

We have made the above recommendations so that they could be implemented immediately. During the site visits and interviews with staff and students we encountered some further observations that are listed below for consideration.

a) Advancing Centres for Learning and Teaching in Higher Education

All universities now have centres to support learning and teaching in higher education. They were initially set up and funded under HEA Targeted Initiatives schemes in the 1990s and early 2000s. Evaluations have indicated that most centres have been very successful in integrating their function with different parts of the universities. We recommend that as part of the national teacher education strategy in Ireland and particularly within the universities' own continuing efforts to further develop teacher education as part of their core functions, professional learning and development of higher education teachers would have a permanent place.

b) Level of Qualification of ITE programmes

Although all ITE programmes have a duration of at least four years (240 ECTS credits), some programmes are awarded at Bachelors level (level 8) and some at Masters Level (Level 9). Concurrent programmes for both primary and post-primary teachers lead to a Bachelors degree and consecutive programmes lead to a Masters degree. It may now be timely to consider whether all ITE qualifications (primary and post-primary) should be awarded at Masters level.

c) Internationalisation

Internationalisation is one of the key aspects of quality higher education today. Internationalisation should be understood broadly to include campus life that introduces staff and students to cultures and academic traditions from other countries. It must also include active reciprocal mobility that would expand both students' and teachers' learning experiences in other countries. In that context, it is relevant to consider Ireland's efforts to internationalise its ITE. The review team got an impression that outgoing student mobility numbers in particular have remained at relatively low levels since the previous review in 2012. We heard that similar to many other European countries, this is mainly due to the particular design of the rather demanding degree studies in Irish teacher education institutions. We have heard from students that in some cases credits earned in foreign universities are not automatically fully recognised when students return back to their home university or college.

Since the Irish national internationalisation strategy expects a certain level of student and staff mobility and the European Commission aims to have 20% of students graduating with some kind of internationalisation experience in their degrees, we recommend that the authorities in collaboration with all seven centres take additional steps towards making internationalisation a reality and a realistic option for all ITE students. It is noteworthy that lack of student mobility is not a uniquely Irish problem; most ITE institutions across the European Union face similar challenges.

d) Private Provision of Initial Teacher Education

Throughout our deliberations, the review team was aware that Hibernia College, which is a private provider and is not state funded, is a significant provider of initial teacher education for both primary and post-primary teachers. However, consideration of private provision of ITE was outside the terms of reference and the scope of this review. We suggest however, that an additional review of Hibernia and its impact on ITE and especially teacher demand and supply issues could be considered.

Appendix 1 – Terms of Reference

The 2012 *Report of the International Review Panel on the Structure of Initial Teacher Education in Ireland* (known as the Sahlberg report) concluded that "Ireland needs to invest more in the continuous improvement of the quality of teaching, the role of research in teacher education, and international cooperation in all of its teacher education institutions". A key prerequisite to achievement of these objectives is having sufficient scale in the institutional landscape to develop larger professional communities with more diverse knowledge and skills to unlock creativity and innovation for further improvement. Accordingly, the report proposed a shift in provision of teacher education from 19 institutions to six new "centres for teacher education". The new collaborations recommended by the international panel mean that a smaller number of centres for teacher education would exist, but that each centre would offer education across the continuum of teacher education – from early childhood to primary, to post primary, to adult education. These centres for teacher education would also possess a critical mass in terms of research capacity so that strong research bases would be cemented in each centre.

Since 2012, there has been significant development in the overall education policy framework within which initial teacher education (ITE) operates in Ireland. This includes the design of new curricula, implementation of the National Strategy for Literacy and Numeracy; changes to qualifications required for teachers in further education; the publication of the STEM Education Policy Statement, the Foreign Languages Strategy, the National Skills Strategy and the Digital Strategy for Schools among others. Important developments have also been driven by the Teaching Council, including accreditation and review of all Initial Teacher Education courses under set Criteria and Guidelines, which is now in a further phase of review. The recent report of the Technical Working Group on teacher supply aims to improve the overall coherence of teaching workforce planning across Ireland and is also highly relevant to this review.

In Higher Education, a comprehensive set of reforms based on the National Strategy for Higher Education to 2030 has been put into place. Particularly relevant are the establishment of the Higher Education System Performance Framework by Government, the strategic dialogue between the Higher Education Institutions (HEIs) and the HEA leading to signing of individual compacts, the reform of the funding model and the establishment of funding supports for targeted priority reforms in Higher Education.

It is in light of the above that the HEA, at the request of the Department of Education and Skills, is now carrying out a review of progress made on the reforms since 2012 in order to inform the next phase of the reform of Initial Teacher Education.

Terms of Reference

1. Assess the current state of initial teacher education in Ireland with reference to the recommendations set out in the 2012 Sahlberg report. This should focus, in particular, on the extent of the structural and cultural changes which have taken place across the HEIs as identified in the 2012 report;
2. Consider the effect of the reforms on the quality of instruction on pedagogy and pedagogical content knowledge and on the educational experience of students in ITE;
3. Assess the impact of the reforms on research capacity in the HEIs and the linkages between research and teaching and learning of ITE students;
4. Examine and make recommendations on the future direction of the structure of initial teacher education in Ireland, having regard to the original objectives and terms of reference of the 2012 review, identifying appropriate measurable outputs in the short to medium term.

In addition, the reviewer may wish to provide observations on issues relevant to teacher education that arise during the review. This might include, for example, access to ITE programmes, student mobility or changes in the wider education system.

The review will be carried out in Spring/early Summer 2018 and conclude with a report to the HEA and the Minister. It will include site visits to the relevant higher education institutions.

Appendix 2 – Site Visits Agendas

St. Angela's College Sligo, NUI Galway and Galway-Mayo IT

Monday 30th April 2018

Attendees

Prof. Pasi Sahlberg, Lead Reviewer

Prof. Áine Hyland, Session Chair

Ms Valerie Harvey, Head of Performance Evaluation, HEA

Ms Sarah Fitzgerald, Senior Executive Officer, HEA

Attendees – NUI Galway, St. Angela's College, Galway-Mayo IT

Listed below

Agenda

Site Visit	St. Angela's College, Sligo
08.45	Tea/Coffee
08.55	Welcome by College President, Dr. Anne Taheny, Present: Sr. Marianne O' Connor, Board Director, Prof. Gerry Mac Ruairc, Prof. of Education, NUI, Galway, Fiona Crowe, Head of Education, St. Angela's and Amanda Mc Cloat, Head of Home Economics.
09.00	Presentation (30mins) by Head of Education, Fiona Crowe and Head of Home Economics, Amanda Mc Cloat. Present: Dr. Anne Taheny, President, Sr. Marianne O' Connor, Board Director, Prof. Gerry Mac Ruairc, Prof. of Education, NUI, Galway, Ms. Fiona Crowe, Head of Education, St. Angela's and Ms. Amanda Mc Cloat, Head of Home Economics. Dr. Michael Duignan, St. Angela's, Dr. Louise Mylotte, St. Angela's, Dr. Mairead Conneely, St. Angela's, Dr. Richeal Burns, St. Angela's, Dr. Eileen Kelly-Blakeney, St. Angela's and Ms. Helen Maguire, St. Angela's, Dr. Cornelia Connolly, NUI, Galway, Dr. Tony Hall, NUI, Galway,
09.30	Campus Tour led by Students Union to meet students and view various Activities/Workshops/Displays etc.
10.30	Travel to NUI Galway
13.00	Arrive NUI Galway

13.15	<p>Working Lunch, NUI Galway. (President's Dining Room, Quadrangle)</p> <p>Present: Prof. Pól Ó Dochartaigh, Ms Caroline Loughnane (Academic Secretary, NUIG), Mr. Tomás Ó Siocháin (External Engagement Programme Manager, NUIG), Mr. John Gill (Chief Operating Officer, NUIG), Professor Gerry Mac Ruairc, (Head of School, Education NUIG). Dr. Michael Hannon, (Registrar GMIT), Mr. Dermot O' Donovan, (Head, National Centre for Excellence in Furniture Design and Technology, GMIT Letterfrack) Dr. Pauline Logue Collins, GMIT, Dr. Anne Taheny, President St. Angela's, Ms. Fiona Crowe, Head of Education, St. Angela's and Ms. Amanda Mc Cloat, Head of Home Economics.</p>
Joint meeting at NUI Galway, President's Dining Room (NUIG/ STAC/ GMIT) – Opening Remarks	
13.20	<p>Progress made since 2012 Review (Sahlberg I) and response to background report</p> <ul style="list-style-type: none"> ▶ the extent of the structural and cultural changes which have taken place across the HEIs as identified in the 2012 report; ▶ the effect of the reforms on the quality of instruction on pedagogy and pedagogical content knowledge and on the educational experience of students in ITE; ▶ the impact of the reforms on research capacity in the HEIs and the linkages between research and teaching and learning of ITE students.
14.05	Concluding remarks
14.15	Joint Meeting Close
14.15	<p>Site Visit NUI Galway D102 Education Building – Presentation (20mins) by Prof Gerry Mac Ruairc, Student Presentations (20 minutes) School of Education NUI Galway Professional Masters in Education (PME) and Máistir Gairmiúil San Oideachas (MGO)</p> <p>Present: School of Education, (NUI Galway) academic, administrative and technical staff, staff from Education Department GMIT Letterfrack, & St. Angela's College of Education. Students from NUI, Galway and GMIT initial teacher education programmes: BA Mathematics Education, Professional Masters in Education (PME) Máistir Gairmiúil San Oideachas (MGO), BSc Education Design, Graphics and Construction.</p>
15.00	<p>Site Visit NUI Galway (showcasing GMIT) O'Donoghue Drama Centre</p> <p>exhibition/meeting students/showcasing GMIT via a "gallery walk"</p> <p>Present: School of Education, (NUI Galway) academic, administrative and technical staff, staff from Education Department GMIT Letterfrack, & St. Angela's College of Education. Students from NUI, Galway and GMIT initial teacher education programmes BA Mathematics Education, Professional Masters in Education (PME) Máistir Gairmiúil San Oideachas (MGO), BSc Education, Design, Graphics and Construction.</p>
15.45	Ends

University of Limerick, Mary Immaculate College (incorporating MIC St. Patrick's campus), Limerick Institute of Technology

Tuesday 1st May 2018

Attendees

Prof. Pasi Sahlberg, Lead Reviewer

Prof. Áine Hyland, Session Chair

Ms Valerie Harvey, Head of Performance Evaluation, HEA

Ms Sarah Fitzgerald, Senior Executive Officer, HEA

Attendees – University of Limerick, Mary Immaculate College, Limerick IT

Prof. Eugene Wall, President (Acting), MIC

Dr. Eugene O' Brien, Vice President Academic Affairs (Acting), MIC

Dr. Angela Canny, Dean of Education (Acting), MIC

Dr. Finn Ó Murchú, Head of School, MIC, Thurles

Dr. Des Fitzgerald, President, UL

Prof. Rachel Msetfi, Executive Dean, Faculty of Education and Health Sciences, UL

Prof. Paul Conway, Director of NISE

Dr. Oliver McGarr, Head of School of Education, UL

Prof. Kersten Mey, Vice President Academic Affairs and Student Engagement, UL

Mike Fitzpatrick, Dean, Limerick School of Art and Design (LSAD), LIT

Maria Finucane, PME Programme Leader, LSAD/LIT

Agenda

08.15	Joint meeting at Mary Immaculate College in John Henry Newman Campus, Room JHN-026 (Mary Immaculate College/UL/Limerick Institute of Technology) – Opening Remarks
08.20	<p>Progress made since 2012 Review (Sahlberg I) and response to background report</p> <ul style="list-style-type: none"> ▶ the extent of the structural and cultural changes which have taken place across the HEIs as identified in the 2012 report; ▶ the effect of the reforms on the quality of instruction on pedagogy and pedagogical content knowledge and on the educational experience of students in ITE; ▶ the impact of the reforms on research capacity in the HEIs and the linkages between research and teaching and learning of ITE students.
09.05	Concluding remarks
09.15	Joint Meeting Close
09.15	<p>Site Visit Mary Immaculate College (The Site Visit will take the format of a walkabout where a small number of students from the BEd. and BEd. in Education and Psychology programmes will showcase their work; Dr Aimee Brennan will present the Professional Master of Education research journal STER; Dr Neil O’Conaill, Director of School Placement will give a brief overview of school placement at MIC; Dr Geraldine Brosnan will speak about Teacher Education Access Initiatives at MIC; Marie Ryan and Dr Marek McGann will outline the NISE research project ‘REX’; Dr. Teresa McIlhinney; Anne-Marie Morrin, Rory McGann, Tanya Power and their students will showcase their work on LEGO, STEAM and Educational Methodology initiatives; the visit will conclude with a walk through of the TARA Building.)</p>
10.15	Travel to LIT Clare St Campus
10.30	<p>Site Visit LIT (The Site Visit will take the format of an exhibition by student teachers, who will be accompanied by staff members Tracy Fahey, Head of Department, Fine Art and Post Graduate Studies, members of the Programme Team, Maria Finucane, Programme Leader, Edel Hogan, Mary O’Dea and a number of current students.)</p>
11.00	Travel to University of Limerick
11.15	<p>Site Visit University of Limerick (The Site Visit will take the following format: Arrive in UL and proceed to room CM085 (Educational Technology Centre) in the main building from guest parking; Introduction to the University and brief overview of Teacher education in UL – by Dean, EHS (Prof. Rachel Msetfi) and Head of School (Dr Oliver McGarr); Meeting with UL staff to talk about shared teaching with Limerick School of Art and Design students, LIT (Dr. Orla McCormack and Dr. Jennifer McMahon); Meeting with Professor Marie Parker-Jenkins to talk about shared research with NISE partners and collaborations on structured PhD programmes; Meeting with School Placement team to talk about development of TUS (online school placement system) and collaboration with MIC (Dr Ann Marie Young and Dr Ciaran O’Gallchoir); Visit EPI-STEM research centre (National Centre for STEM Education) to meet with Prof Marilyn Goos, Dr Patrick Johnson and Dr Niamh O’Meara.)</p>
12.15	Lunch at University of Limerick (Plassey House)
13.00	Ends

University College Cork and Cork Institute of Technology

Tuesday 1st May 2018

Attendees

Prof. Pasi Sahlberg, Lead Reviewer

Prof. Áine Hyland, Session Chair

Ms Valerie Harvey, Head of Performance Evaluation, HEA

Ms Sarah Fitzgerald, Senior Executive Officer, HEA

Attendees UCC and CIT

Professor John O'Halloran, Deputy President and Registrar, UCC

Professor Chris Williams, Head of College, College of Arts, Celtic Studies and Social Sciences, UCC

Susanna Broderick, Lecturer and Programme Co-Ordinator PME Art and Design, Department of Arts in Health and Education, CIT Crawford College of Art & Design

Dr. Fiona Chambers, Head of School (Acting), School of Education, UCC

Angela Desmond, School Manager, School of Education, UCC

Louise Foott, Head of Department, Department of Arts in Health and Education, CIT Crawford College of Art & Design

Professor Kathy Hall, School of Education, UCC

Dr. Declan Kennedy, Senior Lecturer and Programme Co-Ordinator BSc (Science Education), School of Education, UCC

Dr. Brian Murphy, Senior Lecturer and Programme Co-Ordinator PME, School of Education, UCC

Dr. Máire Ní Ríordáin, Senior Lecturer and Programme Co-Ordinator (Acting) BEd Sports Studies and PE, School of Education, UCC

Agenda

14.30	Joint meeting hosted at University College Cork (Conference Room, First Floor, Leeholme, Donovan's Road) – Opening Remarks
14.35	<p>Progress made since 2012 Review (Sahlberg I) and response to background report</p> <ul style="list-style-type: none">▶ the extent of the structural and cultural changes which have taken place across the HEIs as identified in the 2012 report;▶ the effect of the reforms on the quality of instruction on pedagogy and pedagogical content knowledge and on the educational experience of students in ITE;▶ the impact of the reforms on research capacity in the HEIs and the linkages between research and teaching and learning of ITE students.
15.20	Concluding remarks
15.30	Joint Meeting Close
15.30	Site Visit University College Cork (showcasing Cork Institute of Technology) (Poster presentation of Professional Research Papers of some students on the PME programmes, from 16/17 and 17/18 will be in the Conference Room. Four students will join the group at 3.30 pm, two from the PME and two from PME (Art and Design). A tour of some facilities in UCC used by the ITE students, to include lecture theatre, Boole Library, Boole Creative Zone, Eureka Science Laboratory.)
16.30	Ends

Maynooth University (incorporating Froebel Department of Primary and Early Childhood Education)

Wednesday 2nd May 2018

Attendees

Prof. Pasi Sahlberg, Lead Reviewer

Prof. Áine Hyland, Session Chair

Ms Valerie Harvey, Head of Performance Evaluation, HEA

Ms Sarah Fitzgerald, Senior Executive Officer, HEA

Ms Laura Austin, Executive Officer, HEA

Attendees MU

Professor Philip Nolan, President

Professor Aidan Mulkeen, Vice President Academic, Registrar and Deputy President

Department of Adult and Community Education

Dr. Mary Ryan, Head of Department

Dr. Camilla Fitzsimons and Michael Kenny, Course Directors on the HDFF

Department of Education:

Professor Sharon Todd, Head of Department

Angela Rickard and Dr Joe Oyler, PME Co-ordinator/s

Dr. Tom Walsh, Placement Co-ordinator

Dr. Majella Dempsey, BscEd

Dr. Rose Dolan, Strand leader for Teacher Education

Froebel Department

Professor Marie Mc Loughlin, Head of Department

Séamie O'Neill, Head of Education & Director of Education

Dr. Triona Stokes, BEd Programme Leader

Fiona Nic Fhionnlaoich, PMEd Programme Leader

Patsy Stafford and Phil Lynch, BA Programme Leaders

Students from a range of courses across the Departments, as available

Agenda

09.00	Joint meeting – Opening Remarks Room SE010 in School of Education
09.05	Progress made since 2012 Review (Sahlberg I) and response to background report <ul style="list-style-type: none">▶ the extent of the structural and cultural changes which have taken place across the HEIs as identified in the 2012 report;▶ the effect of the reforms on the quality of instruction on pedagogy and pedagogical content knowledge and on the educational experience of students in ITE;▶ the impact of the reforms on research capacity in the HEIs and the linkages between research and teaching and learning of ITE students.
09.50	Concluding remarks
10.00	Joint Meeting Close
10.00	Site Visit Maynooth University (tour of the facilities)
11.00	Ends

Dublin City University, (incorporating former St Patrick's College, Drumcondra; Mater Dei Institute of Education; and Church of Ireland College of Education)

Wednesday 2nd May 2018

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Prof. Pasi Sahlberg, Lead Reviewer

Prof. Áine Hyland, Session Chair

Ms Valerie Harvey, Head of Performance Evaluation, HEA

Ms Sarah Fitzgerald, Senior Executive Officer, HEA

Ms Laura Austin, Executive Officer, HEA

Attendees DCU

Professor Brian MacCraith, President

Professor Daire Keogh, DCU Deputy President

Professor Eithne Guilfoyle, DCU Vice President for Academic Affairs

Dr. Anne Looney, Executive Dean

Professor Pádraig O Duibhir, Deputy Executive Dean

Dr. Elaine McDonald, Head of School of Policy and Practice

Dr. Maeve O'Brien, Head of School of Human Development

Dr. Eithne Kennedy, Head of School of Language, Literacy and Early Childhood

Dr. Joe Travers, Head of School of Inclusive and Special Education

Dr. Regina Murphy, Head of School of Arts Education and Movement

Dr. Charlotte Holland, Associate Dean, Research

Dr. Bernadette Ni Aingléis, Associate Dean, Placement and Related Partnerships

Agenda

12.00	Lunch at Dublin City University
12.45	Joint meeting (Dining Room in Belvedere House) – Opening Remarks
12.50	<p>Progress made since 2012 Review (Sahlberg I) and response to background report</p> <ul style="list-style-type: none"> ▶ the extent of the structural and cultural changes which have taken place across the HEIs as identified in the 2012 report; ▶ the effect of the reforms on the quality of instruction on pedagogy and pedagogical content knowledge and on the educational experience of students in ITE; ▶ the impact of the reforms on research capacity in the HEIs and the linkages between research and teaching and learning of ITE students.
13.35	Concluding remarks
13.45	Joint Meeting Close
13.45	<p>Site Visit Dublin City University</p> <p>Team walk to Lego Innovation Studio</p> <p>Move to see microteaching suites.</p> <p>Meet Prof Joe O Hara, who teaches on ITE programmes, will be leading our new EdD programme, and heads a successful research centre.</p> <p>Justin Rami, Associate Dean for Teaching and Learning, will introduce some of our nominees for the President's Award for Teaching and Learning.</p> <p>Meet Charlotte Holland, Associate Dean for Research who will show the 'research map' – The area has been set up as it was for our research showcase and graduate studies information evening. All the research centres will have a 'stand' and a representative. Recent publications will also be on display.</p> <p>Meet 3 BEd 2nd year students who presented at a recent research conference in the UK.</p> <p>Joe Usher and Susan Pike to introduce students and explain the initiative.</p> <p>Meet Vasiliki Pitsia who is an Irish Research Council Laureate at the IoE</p> <p>Meet Eithne Kennedy, who will explain the Right to Read project and introduce some ITE students involved in the project.</p> <p>Programme Chairs will also be available if there are any specific queries.</p> <p>Meet Prof Anne Lodge, Director of the Church of Ireland Centre to walk to Cregan Library exit.</p>
14.45	Ends

Trinity College Dublin, Marino Institute of Education, National College of Art & Design and University College Dublin

Wednesday 2nd and Thursday 3rd May 2018

Attendees

Prof. Pasi Sahlberg, Lead Reviewer

Prof. Áine Hyland, Session Chair

Ms Valerie Harvey, Head of Performance Evaluation, HEA

Ms Sarah Fitzgerald, Senior Executive Officer, HEA

Ms Laura Austin, Executive Officer, HEA

Attendees Joint Meeting

Professor Anne O’Gara, President, Marino Institute of Education

Professor Chris Morash, Vice-Provost/CAO

Professor Mark Rogers, Registrar and Deputy President of UCD

Professor Sarah Glennie, Director of the National College of Art and Design (NCAD)

Attendees TCD

Professor Chris Morash, VP/CAO

Professor Damian Murchan, Head of School

Dr. John Walsh, Director Postgraduate

Dr. Stephen Minton, Director Undergraduate

Dr. Ann Devitt, Director Research

Dr. Melanie Ní Dhuinn, PME Coordinator

Professor Carmel O’Sullivan

Professor Andrew Loxley

Professor Michael Shevlin, Director TCPID

Dr. Victoria Bruce, School Manager

2 Student Representatives

Attendees MIE

Professor Anne O'Gara, President MIE

Professor Teresa O' Doherty (as observer, incoming President of MIE)

Dr. Seán Delaney Registrar (MIE)

Dr. Gene Mehigan Director of Postgraduate Studies (MIE)

Dr. Leah O' Toole Lecturer in Psychology/Early Childhood Education

Dr. Damian Murchan Head of School of Education, Trinity

Dr. John Walsh, History of Education, Trinity

Dr. Andrew Loxley, Sociology, Trinity

Dr. Mark Prendergast, Mathematics Education, Trinity

Professor Noirín Hayes, Early Childhood Education, Trinity

Attendees NCAD

Professor Sarah Glennie, Director of NCAD

Professor Dervil Jordan, Head of the School of Education with School of Education staff

Dr. Patsey Bodkin, Coordinator of BA (Joint Hons) in Fine Art Design and Education

Fiona King, Coordinator of the PME (Art and Design)

Dr. Isobelle Mullaney, Director of School Placement Tony Murphy, Lecturer in Art and Design Education

Aoife Keogh, Lecturer in Art and Design Education

Nuala Hunt, Head of Continuing Education in Art and Design (CEAD) & joint coordinator of MA Socially Engaged Art Practice and Further Education

Fiona Whelan, joint coordinator of MA Socially Engaged Art Practice and Further Education Student group BA and PME

Attendees UCD

Professor Mark Rogers, Registrar/Deputy President/Vice President For Academic Affairs

Professor Colin Scott, College Principal UCD College of Social Sciences and Law

Professor Dymphna Devine, Head of School UCD School of Education

Professor Ciaran Sugrue, UCD School of Education (School executive)

Professor Deirdre Raftery, UCD School of Education (School executive)

Agenda

Wednesday 2nd May 2018

15.00	Site Visit Marino Institute of Education (Welcome at Reception, Campus orientation, Briefing by President of MIE and two showcase ERASMUS research project by MIE and TCD colleagues, Dialogue and discussion)
16.00	Ends

Thursday 3rd May 2018

09.00	Joint meeting at Trinity College Dublin (Vice-Provost's Office, on the first floor of West Theatre) – Opening Remarks
09.05	<p>Progress made since 2012 Review (Sahlberg I) and response to background report</p> <ul style="list-style-type: none"> ▶ the extent of the structural and cultural changes which have taken place across the HEIs as identified in the 2012 report; ▶ the effect of the reforms on the quality of instruction on pedagogy and pedagogical content knowledge and on the educational experience of students in ITE; ▶ the impact of the reforms on research capacity in the HEIs and the linkages between research and teaching and learning of ITE students.
09.50	Concluding remarks
10.00	Joint Meeting Close
10.00	<p>Site Visit Trinity College Dublin (tour of Long Room Hub, Briefing by Head of School and other members of School of Education in relation to work of School, Presentation of 2 collaborative initiatives by joint teams from TCD & MIE: Online teacher accreditation programme (Dr Melanie Ni Dhuinn [TCD] & Dr. Julie UíChoistealbha [MIE]) Heads-Up, artists working in inclusive educational settings (Prof. Carmel O'Sullivan [TCD] & Dr. Michael Flannery[MIE])</p>
11.00	Travel to National College of Art & Design
11.30	<p>Site visit National College of Art & Design (Park Front Square under the arch)</p> <p>Tea/Coffee in NCAD Gallery foyer, Harry Clarke House</p> <p>Introduction to the work of the School of Education NCAD-Professor Dervil Jordan.</p> <p>Presentation of student work from BA in Fine Art Design and Education and the PME (Art & Design) Harry Clarke House lecture theatre.</p> <p>Introduction to PME 1 student teachers and their work in the 'Change Lab', in the NCAD Gallery, exploring the question 'How do we mine and trace the past to make sense of the now' The School of Education, NCAD, in association with the Ubuntu Network.</p> <p>Tour of studio areas and meeting with final 4th year BA (Joint Hons) Fine Art, Design and Education student teachers in their studio spaces.</p>
12.30	Travel to University College Dublin

13.00	Lunch at University College Dublin
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14.00	Site visit University College Dublin (Ardmore House Boardroom)
	Meeting with School Community (Faculty and Students)
	Tour of UCD Belfield Campus

15.00	Ends
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Appendix 3 – Comments from UCD/ NCAD and TCD/MIE

May 2-3, 2018

Six Clusters or Seven?

The Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland (2012) recommended that: “teacher education should be facilitated in a university setting with systematic links to clinical practice in field schools which provide, where possible, for the full range of sectoral teacher education, spanning early childhood to adult education” (25). The Report further proposed that “teacher education in Ireland should be restructured” into six “configurations”, each of which would align a university and one or more smaller designated teacher education institutions. However, the exception to this logical pattern was the proposed linkage of two of the state’s leading research universities (Trinity College Dublin [TCD] and University College Dublin [UCD]), along with two other institutions (Marino Institute of Education [MIE] and the National College of Art and Design [NCAD]) in a single cluster. None of the other strategic alignments proposed in the Report entailed the restructuring and alignment of two major research universities. The Report provides no rationale for this exception from its own premises.

Nonetheless, in the period since 2012, UCD, TCD, MIE and NCAD have worked to further the aim of facilitating the goal that teacher education should take place “in a university setting”. While reaching those goals may not have occurred in the manner originally envisaged in 2012 (as a cluster of four institutions, including two universities), developments since 2012 have been in keeping with the aims and spirit of the Report in terms of ensuring that teacher education is embedded in a context of cutting edge research and theory. Instead, the aims of the Report have developed along a series of parallel trajectories, with some initiatives involving all four institutions, but with the most sustained activity being pursued along two parallel tracks: one made up of UCD and NCAD, and the other involving TCD and MIE. Each of these parallel tracks are analogous to the other five recommended clusters. It is worth noting in this context that there are extensive linkages between the two most highly-ranked universities in the state in other areas; for instance, UCD and TCD scholars publish jointly with one another more than with any other institution globally, and the two universities share a €60m venture capital fund. Hence, while there will undoubtedly continue to be scope for collaborative research projects involving all four institutions in the educational field, experience has shown that, in spite of the best efforts of all four partners, this cluster is better understood as two separate clusters, each of which is analogous in structure and scale to one of the other five.

In short, it is worth reconceptualising the four-institution cluster as two distinct clusters in the area of educational provision, with strategic research linkages between the UCD/NCAD and TCD/MIE clusters.

TCD/MIE

In this regard, we can trace the ties between MIE and TCD back to 1976, when the contacts regarding governance and accreditation were established. This relationship was further strengthened in 2006 when Trinity was invited to join a collaborative trusteeship of MIE with the Christian Brothers European Province. This partnership was formalised in 2011 and, galvanised by the 2012 Report, the intervening period has seen the level of cooperation and engagement between both institutions flourish and broaden in range. Recognising the strengthened institutional relationships and reflecting the aim for TCD/MIE to develop as a centre of global consequence in teaching and research in the field of education, a joint academic strategy was developed in 2014. On foot of this an updated Instrument of Governance for MIE was issued in 2016.

As a consequence, MIE and Trinity have reinvigorated their collaboration, with the nature of the relationship moving from the basis of complementarity to one of convergence and ultimately partnership. In the period from 2012 to the present, MIE and Trinity have developed their collaboration to reflect the full teacher education continuum: early childhood, primary, second-level, further education, higher education, and lifelong learning. This partnership has also resulted in successful joint-funding applications; increased number of research collaborations; joint supervision of PhD candidates; and the appointment of ten MIE academic staff as Trinity Research Associates. The collaborative nature of this partnership extends beyond the School of Education in Trinity to other departments and initiatives within the University, including the Global Relations Office, the Botany Department, the History Department and the School of Computer Science and Statistics (the latter two of which are ranked in the top 100 globally in the latest QS rankings).

As well as facilitating the goal of ensuring that teacher education takes place within a context of world-class research, the enhanced relationship between MIE and Trinity has coincided with a significant period of growth for MIE, and hence significant growth in teacher supply. The Institute has increased the number of undergraduate and postgraduate courses it offers; increased its student numbers (with more than 1,000 registered); coordinated two Erasmus+ projects and partnered in several more; introduced student and staff international mobility opportunities; made capital acquisitions to support the development of its campus; and has been awarded a €5m programme as the sole provider of an Irish-Medium B.Ed. programme.

UCD/NCAD

The academic alliance between UCD and NCAD was established in 2010 on the basis of mutual benefit to both institutions. NCAD is now a recognized college of UCD and UCD validates NCAD degrees, which are fully incorporated into UCD's governing regulations. A framework for enhanced collaboration and shared activity in 2016 has provided an important context for extending the relationship. The richness of collaboration is evident with more than 60 projects that have taken place under the umbrella of the Alliance, ranging from academic projects, joint programmes, shared PhD supervision, guest lectures, exhibitions, symposia, workshops and publications. Collaboration has also taken place in Initial Teacher Education, Post Graduate and Continuing Education, including access initiatives to both Initial Teacher Education and Adult Education. This collaboration has been broadly themed under areas of work related to Creativity, Digital learning and learning spaces, Inclusive learning design and strategies to support literacy and inclusive education through the arts (see attached). As a Centre of Excellence in Art and Design Education, the strength that NCAD brings in terms of Visual Arts/Design thinking/Visual literacy in addition to its programme development for a five-year masters for the BA (Joint Hons) in Education, Fine Art and Design, maps especially well to UCD's strategic plan in Teacher Education. This includes the provision of Initial Teacher Education across the continuum of education (primary/post-primary) as both an undergraduate and postgraduate offering through a designated Education degree pathway, drawing on the inter-disciplinary and research strengths of UCD. These developments provide the opportunity to build on the collaboration already underway between the Schools of Education in UCD and NCAD, providing rich opportunities to further both research and professional teacher formation drawing on the visual arts and design. There have also been collaborations in publication and research bids across colleagues in both Schools of Education drawing on shared interests in access initiatives in education, inclusive pedagogies, arts design and visual materialities.

The collaboration of UCD/NCAD allows both institutions to flourish, creating important synergies in their respective strengths, while contributing to national level goals of enhancing Teacher Supply, within a research embedded framework. The sharing of resources (UCD library and research facilities and NCAD Art Library and National Visual Art Research Library) brings added potential in terms of faculty research and enhanced student experience.

Appendix 4 – Graduates of Teacher Education Programmes

The following table gives graduates of teacher education programmes between and 2010/11 and 2015/16 across primary and post-primary education.

Primary Undergraduate	2012/13	2013/14	2014/15	2015/16	2016/17
Centre 1 DCU	377	390	7	373	404
Centre 2 TCD-MIE-UCD-NCAD (Note 1)					
Centre 3 Maynooth	0	59	60	48	60
Centre 4 Limerick	423	443	39	422	429
Centre 5 Cork					
Centre 6 Galway					
Total	800	892	106	843	893

Primary Postgraduate	2012/13	2013/14	2014/15	2015/16	2016/17
Centre 1 DCU	70	96	91	105	63
Centre 2 TCD-MIE-UCD-NCAD (Note 1)					
Centre 3 Maynooth	31	29	29	43	27
Centre 4 Limerick	73	63	76	90	66
Centre 5 Cork					
Centre 6 Galway					
Total	174	188	196	238	156

Post-Primary Undergraduate	2012/13	2013/14	2014/15	2015/16	2016/17
Centre 1 DCU	132	138	163	127	126
Centre 2 TCD-MIE-UCD-NCAD	21	21	27	17	28
Centre 3 Maynooth	20	21	21	24	20
Centre 4 Limerick (Note 3)	251	237	216	237	310
Centre 5 Cork	46	62	55	58	57
Centre 6 Galway (Note 2)	84	88	93	109	87
Total	554	567	575	572	628

Post-Primary Postgraduate	2012/13	2013/14	2014/15	2015/16	2016/17
Centre 1 DCU	69	83	84	99	118
Centre 2 TCD-MIE-UCD-NCAD	340	365	5	247	225
Centre 3 Maynooth	129	158	0	103	103
Centre 4 Limerick	143	162	0	80	79
Centre 5 Cork	208	210	3	122	129
Centre 6 Galway	266	291	0	155	158
Total	1,155	1,269	92	806	812

Note 1: The HEA does not hold any data for Marino Institute of Education which offers programmes at Primary level

Note 2: Data for St. Angela's College, Sligo is included in NUI Galway returns

Note 3: Mary Immaculate College (Thurles campus) graduates are included in Mary Immaculate College returns from 2016/17 onwards



Appendix 5 – Irish Survey of Student Engagement

The Irish Survey of Student Engagement has been in place since 2013. It is managed as a collaborative partnership. It is co-sponsored by the HEA, institutions' representative bodies (the Irish Universities Association, and the Technological Higher Education Association) and the Union of Students in Ireland (USI). The survey asks students about their experiences of higher education. It is designed to inform developments within institutions while also providing a national set of data. Further details are available at www.studentsurvey.ie.

The following gives the overall response rates to the survey in 2017. It should be noted that these are overall institutional response rates for all programmes.

Dublin City University	26.3%
Trinity College Dublin	24.6%
Marino Institute of Education	30.8%
University College Dublin	23.8%
National College of Art and Design	31.5%
Maynooth University	27.8%
University of Limerick	14.3%
Mary Immaculate College, Limerick	53.7%
Limerick Institute of Technology	34.4%
University College Cork	19.5%
Cork Institute of Technology	32.7%
National University of Ireland Galway	30.9%
St. Angela's College, Sligo	14.0%
Galway-Mayo Institute of Technology	30.4%

