



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

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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 NUIG 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*<sup>1</sup>.

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”.

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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.

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<b>Monday 30 April:</b>	Site visits to both St. Angela's College and NUI Galway, including a joint meeting of the two institutions hosted by NUI Galway.
<b>Tuesday 1 May:</b>	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.
<b>Wednesday 2 May:</b>	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.
<b>Thursday 3 May:</b>	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.

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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 2<sup>nd</sup> 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 3<sup>rd</sup> 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 2<sup>nd</sup> 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 3<sup>rd</sup> 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 2<sup>nd</sup> 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 (TÚS – 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 – NUI Galway, St. Angela's, and GMIT (Letterfrack and Galway campus). The new NUI Galway 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 NUI Galway. 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 NUI Galway 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 NUI Galway students and will work closely with their counterparts on the NUI Galway 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 NUI Galway. 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 NUI Galway, 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 NUI Galway. 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 NUI Galway, 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 teachers<sup>2</sup>. 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.

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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 year<sup>3</sup>) 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.

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<sup>3</sup> 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

<b>Site Visit</b>	St. Angela's College, Sligo
<b>08.45</b>	Tea/Coffee
<b>08.55</b>	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.
<b>09.00</b>	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,
<b>09.30</b>	Campus Tour led by Students Union to meet students and view various Activities/Workshops/Displays etc.
<b>10.30</b>	Travel to NUI Galway
<b>13.00</b>	Arrive NUI Galway

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**13.15** Working Lunch, NUI Galway. (President's Dining Room, Quadrangle)

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.

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Joint meeting at NUI Galway, President's Dining Room (NUIG/ STAC/ GMIT) – Opening Remarks

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**13.20** Progress made since 2012 Review (Sahlberg I) and response to background report

- ▶ 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.

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**14.05** Concluding remarks

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**14.15** Joint Meeting Close

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**14.15** 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)

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.

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**15.00** Site Visit NUI Galway (showcasing GMIT) O'Donoghue Drama Centre  
exhibition/meeting students/showcasing GMIT via a "gallery walk"

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.

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**15.45** Ends

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# 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

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<b>08.15</b>	Joint meeting at Mary Immaculate College in John Henry Newman Campus, Room JHN-026 (Mary Immaculate College/UL/Limerick Institute of Technology) – Opening Remarks
<b>08.20</b>	Progress made since 2012 Review (Sahlberg I) and response to background report <ul style="list-style-type: none"><li>▶ the extent of the structural and cultural changes which have taken place across the HEIs as identified in the 2012 report;</li><li>▶ 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;</li><li>▶ the impact of the reforms on research capacity in the HEIs and the linkages between research and teaching and learning of ITE students.</li></ul>
<b>09.05</b>	Concluding remarks
<b>09.15</b>	Joint Meeting Close
<b>09.15</b>	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.)
<b>10.15</b>	Travel to LIT Clare St Campus
<b>10.30</b>	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.)
<b>11.00</b>	Travel to University of Limerick
<b>11.15</b>	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 McMahan); 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.)
<b>12.15</b>	Lunch at University of Limerick (Plassey House)
<b>13.00</b>	Ends

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# 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

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**14.30** Joint meeting hosted at University College Cork (Conference Room, First Floor, Leeholme, Donovan's Road) – Opening Remarks

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**14.35** Progress made since 2012 Review (Sahlberg I) and response to background report

- ▶ 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.

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**15.20** Concluding remarks

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**15.30** Joint Meeting Close

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**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.)

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**16.30** Ends

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# 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 HDFFE

## 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

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

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## 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

### 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 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

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

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. Patsy 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 Dympna 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

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**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)

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**16.00** Ends

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### Thursday 3rd May 2018

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**09.00** Joint meeting at Trinity College Dublin (Vice-Provost's Office, on the first floor of West Theatre) – Opening Remarks

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**09.05** Progress made since 2012 Review (Sahlberg I) and response to background report

- ▶ 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.

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**09.50** Concluding remarks

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**10.00** Joint Meeting Close

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**10.00** 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])

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**11.00** Travel to National College of Art & Design

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**11.30** Site visit National College of Art & Design (Park Front Square under the arch)  
Tea/Coffee in NCAD Gallery foyer, Harry Clarke House  
Introduction to the work of the School of Education NCAD-Professor Dervil Jordan.  
Presentation of student work from BA in Fine Art Design and Education and the PME (Art & Design) Harry Clarke House lecture theatre.  
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.  
Tour of studio areas and meeting with final 4th year BA (Joint Hons) Fine Art, Design and Education student teachers in their studio spaces.

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**12.30** Travel to University College Dublin

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**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

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**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.

<b>Primary Undergraduate</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
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					
<b>Total</b>	<b>800</b>	<b>892</b>	<b>106</b>	<b>843</b>	<b>893</b>

<b>Primary Postgraduate</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
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					
<b>Total</b>	<b>174</b>	<b>188</b>	<b>196</b>	<b>238</b>	<b>156</b>

<b>Post-Primary Undergraduate</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
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
<b>Total</b>	<b>554</b>	<b>567</b>	<b>575</b>	<b>572</b>	<b>628</b>

<b>Post-Primary Postgraduate</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
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
<b>Total</b>	<b>1,155</b>	<b>1,269</b>	<b>92</b>	<b>806</b>	<b>812</b>

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](http://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.

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





# Struchtúr an Oideachais do Mhúinteoirí in Éirinn: Athbhreithniú ar Dhul Chun Cinn maidir le hAthchóiriú a Chur i bhFeidhm

Tuarascáil an Ollaimh Pasi Sahlberg, Ollamh le Beartas  
Oideachais ag Institiúid Oideachais Gonski, Ollscoil New  
South Wales, Sydney, An Astráil.

**HEA** | HIGHER EDUCATION AUTHORITY  
AN tÚDARÁS um ARD-OIDEACHAS



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## Tiomnú

Tá an tuarascáil seo tiomnaithe i gcuimhne John Coolahan, comhghleacaí a raibh ardmheas air agus cara a aireoimid uainn go mór é.



# Brollach

An tAire Oideachais agus Scileanna,  
Joe McHugh, T.D.

Ba mhaith liom i dtosach báire an obair fairsing a rinne na hOllaimh Pasi Sahlberg agus Áine Hyland a mholadh, le cúnamh ó choiste feidhmiúcháin an Údaráis um Ardoideachas (ÚAO), agus moladh a thabhairt don am agus don iarracht a chuir an fhoireann sna hinstiúidí ardoideachais ábhartha isteach, i rith na gcuartheanna ar shuíomhanna chomh maith, chun an t-athbhreithniú seo a chur ar fáil.

Leagtar síos i Ráiteas Straitéiseach na Roinne Oideachais agus Scileanna 2019-2021 an fhís chun saol gach foghlaimeora a fheabhsú tríd oideachas agus oiliúint ar ardchaighdeán a chur ar fáil agus taithí foghlama atá ar an gcaighdeán idirnáisiúnta is airde a bhfuil ann a chur ar fáil.

Ar cheann de na cúinsí is tábhachtaí atá ann chun caighdeán na dtorthaí oideachais a fheabhsú, i ndomhan áta ag síorathrú, tá forbairt leanúnach an chaighdeáin teagaisc.

Tá an t-ádh ar Éirinn go bhfuil lucht teagaisc an-cháilithe agus an-inniúil aici. Tá córas oideachais agus oiliúna múinteoirí forbartha againn a bhfuil na caighdeáin is airde leabaithe ann, idir oideachas tosaigh do mhúinteoirí, inductú múinteoirí nuacháilithe i scoileanna nua, agus forbairt ghairmiúil ar feadh na gairme a chur ar fáil. Is cuid lárnach dár n-uallmhian chun a chinntiú go bhfuil ceann de na córais oideachais is fearr ar domhan againn é an straitéis seo.

Tá sé tábhachtach go ndéanfaimis athbhreithniú ar dhul chun cinn go rialta, chun ár gcuid tuairimí bunúsacha a sheiceáil, muid féin a chur i gcomparáid leis na soláthraithe oideachais is fearr agus le bheith nuálach ó thaobh ár smaointeoireachta de. Déanaimid é sin agus muid ag pleanáil don todhchaí ionas gur féidir linn a bheith muiníneach go bhfuil na beartais is fearr againn.

Ba eachtra tábhachtach d'oideachas tosaigh múinteoirí in Éirinn foilsíú na Tuarascála a rinne an Painéal Athbhreithnithe ar Struchtúr an Oideachais Tosaigh do Mhúinteoirí in 2012. Cuireadh tús le ré nua ansin ina ndearnadh comtháthú agus nuálaíocht shuntasach sna coláistí agus sna hollscoileanna.

Léiríonn athbhreithniú 2018 an méid dul chun cinn a rinneamar cheana féin i dtreo ár bhfís a bhaint amach agus an rannpháirtíocht dhearfach a rinne an earnáil leis an ÚAO maidir leis an gclár athraithe a chur chun cinn, ó thaobh struchtúr agus réimsí eile, amhail cumas taighde na n-instiúidí lena mbaineann sé. Is iad seo a leanas cuid de na buaicphointí a aithníodh sa tuarascáil:

- ▶ Fíoraíodh Instiúid Oideachais DCU, a chuimsíonn ceithre instiúid éagsúla ar champas amháin (DCU; Coláiste Phádraig, Instiúid Mater Dei, agus Coláiste Eaglais na hÉireann).
- ▶ Cur i gcrích an fhoirgnimh oideachais nua in Ollscoil Mhá Nuad, a chruthóidh, in éineacht le hionchorprú Choláiste Oiliúna Múinteoirí Froebel in Ollscoil Mhá Nuad, caidreamh láidir idir baill den fhoireann san earnáil ar fad, ón oideachas luath-óige, go dtí an oideachas bunscoile agus iar-bhunscoile, an breisoideachas agus an t-ardoideachas.
- ▶ De bharr an chomhoibríthe sistéamaigh atá ann idir UCC agus Instiúid Teicneolaíochta Chorcaí (CIT) tá múinteoirí ealaíne faoi oiliúint ag CIT comhtháite le UCC do na gnéithe oideolaíochta dá n-oiliúint.
- ▶ Táthar ag déanamh dul chun cinn chun Coláiste San Aingeal a ionchorprú in OÉ Gaillimh, agus tá foirne ardbhainistíochta an dá instiúid tiomanta don tionscadal sin.
- ▶ Comhoibrí sa taighde, forbairt ghairmiúil leanúnach agus cláir iarchéime idir Coláiste Mhuire Gan Smál, UL agus Instiúid Teicneolaíochta Luimnigh, tríd an Instiúid Náisiúnta um Staidéir san Oideachas (NISE).

- ▶ Comhoibriú ó 2012 ar aghaidh idir TCD, an Coláiste Náisiúnta Ealaíne is Deartha (NCAD) agus Institiúid Oideachais Marino (MIE) chun an sprioc go dtarlóidh oideachas do mhúinteoirí i dtimpeallacht ollscoile, atá saibhir ó thaobh na taighde de, a chur chun cinn. Luann an tuarascáil go ndearnadh an ghníomhaíocht is leanúnaí ar dhá shlí chomhthreomhar: ceann amháin de chuid TCD agus MIE agus ceann eile idir UCD agus NCAD. Molann an tuarascáil go nglacfaí anois leis an gcur chuige dá chonair sin.

Ag breathnú ar aghaidh chuig 2020 agus ina dhiaidh sin, tá sé tábhachtach go bhféadfadh an Roinn an soiléireacht is mó is féidir a chur ar fáil do gach páirtí sa chóras oideachais i leith an bheartais d'oideachas múinteoirí.

Mar chuid de sin, i mbliana, beidh an Roinn ag forbairt ráites beartais maidir le hoideachas tosaigh múinteoirí, trí rannpháirtíocht struchtúrtha a dhéanamh le gach ceann de na hinstiúidí. Cuirfimid san áireamh inár gcur chuige moltaí na tuarascála seo agus conas is fearr is féidir a chinntiú go ndéanfar dul chun cinn leanúnach i dtreo an fhís chun oideachas tosaigh múinteoirí den chéad scoth a bheith ann in Éirinn, sna deich mbliana atá romhainn go dtí 2030.

**Joe McHugh T.D.,**

*Minister for Education and Skills*





# Achoimre Fheidhmeach

In 2012, moladh i dtuarascáil de chuid Painéil Athbhreithnithe Idirnáisiúnta, a raibh an tOllamh Pasi Sahlberg ina chathaoirleach air, fíis chun soláthar oideachais tosaigh múinteoirí (ITE) a athstruchtúru chun go mbeidh “líonra institiúidí oideachais múinteoirí ag Éirinn roimh 2030, líonra atá bunaithe ar líon beag institiúidí oideachais múinteoirí atá inchomparáide go hidirnáisiúnta. Cuirfidh gach ceann de na hinstitiúidí sin oideachas múinteoirí bunaithe ar thaighde ar fáil i dtimpeallacht spreagúil idirnáisiúnta, ag an leibhéal Máistreachta ar dtús nó trí fhorbairt ghairmiúil leanúnach. Cuirfidh gach ceann seirbhísí breise forbartha gairmiúla ar fáil, ar an gcontanam ó luath-óige go dtí oiliúint inseirbhíse múinteoirí agus ceannairí”. Mhol an tuarascáil go ndéanfaí na 19 institiúid ITE ar leith a atchumrú ina sé institiúid nó lárionad oideachais do mhúinteoirí nua.

Cinneadh i bhfómhar 2017 go ndéanfaí athbhreithniú chun an méid a ndearnadh maidir leis na moltaí i dtuarascáil na bliana 2012 a chur i bhfeidhm a thuaisciú. Rinne an t-Ollamh Sahlberg an t-athbhreithniú i mBealtaine 2018, agus fuair sé comhairle ón Ollamh Áine Hyland le tacaíocht feidhmiúcháin ó Valerie Harvey, Sarah Fitzgerald agus Laura Austin de chuid ÚAO. Thug an fhoireann cuairt ar gach institiúid ardoideachais a mhaoinítear go poiblí a sholáthraíonn ITE in Éirinn agus dhírigh sí isteach ar na hathruithe struchtúrtha agus cultúrtha a cuireadh i bhfeidhm ó 2012. Rinne sí athbhreithniú freisin ar thionchar na n-athchóirithe ar chaighdeán an teagaisc, ar an oideolaíocht, agus ar thaithe oideachais na mac léinn oideachais múinteoirí. Rinne an fhoireann measúnú ar thionchar na n-athchóirithe ar chumas taighde sna hinstitiúidí oideachais múinteoirí, agus ar na naisc atá ann idir teoiric agus cleachtadh ó thaobh na mac léinn de.

D’aimsigh an t-athbhreithniú go ndearnadh dul chun cinn suntasach le cúig bliana anuas ó thaobh moltaí na tuarascála in 2012 a chur i bhfeidhm. Maidir leis an athstruchtúru, fuarthas amach go ndearnadh na moltaí a chur i bhfeidhm go hiomlán i gcás na dtrí lonad, is é sin Institiúid Oideachais DCU: Ollscoil Mhá Nuad; agus Coláiste na hOllscoile Corcaigh/IT Chorcaí. I gcás OÉ Gaillimh/Coláiste San Aingeal – tá cur i bhfeidhm na moltaí beagnach críochnaithe agus tá ardbhainistíocht an dá institiúid tiomanta do phróiseas ionchorparaithe Choláiste San Aingeal isteach in OÉ Gaillimh a chur i gcrích chomh luath is a réiteofar na saincheistanna dlíthiúla a bhaineann leis. I Luimneach, tharla forbairtí suntasacha ó 2012 ar aghaidh. Freastalaíonn mic léinn ealaíne agus deartha ó Institiúid Teicneolaíochta Luimnigh ar léachtanna agus ranganna teagaisc le mic léinn den Mháistreacht Ghairmiúil san Oideachas (MGO) i UL. Soláthraíonn Coláiste Mhuire Gan Smál (MIC) – a chuimsíonn campas Naomh Pádraig i nDurlas – oideachas tosaigh do mhúinteoirí ón oideachas luath-óige, bunscoile agus iar-bhunscoile, go cúrsaí forbartha gairmiúla leanúnaí (CPD), Máistreachtaí agus cláir dhochtúireachta. Comhoibríonn MIC, UL agus LIT ar chlárí taighde, CPD, Mháistreachta agus Dhochtúireachta tríd an Institiúid Náisiúnta um Staidéir san Oideachas (NISE) agus táthar ag súil leis go bhfásfar agus go neartófar an comhoibriú idir MIC agus UL sna blianta atá amach romhainn. Molann an tuarascáil seo go nglacfaí le MIC mar sholáthraí neamhspleách ITE agus go dtabharfaí aghaidh ar shaincheistanna a bhaineann le socruithe soláthair foirne ar fud na hearnála.

Maidir leis an togra 2012 go ndéanfaí TCD, UCD, NCAD agus Institiúid Oideachais Marino (MIE) a atchumrú mar ionad amháin, glacann an tuarascáil seo leis an bpointe a rinne an ceithre institiúid gurbh é an cur chuige is réasúnta ná dhá chnuasach ar leith a bhunú, ceann amháin a chuimsíonn TCD agus MIE agus ceann eile a chuimsíonn UCD agus NCAD. I gcás an chnuasaigh TCD/MIE, luann an tuarascáil gurbh í MIE an t-aon soláthraí ITE a fhaigheann maoiniú díreach ón Roinn Oideachais agus Scileanna agus molann sé go dtabharfaí MIE faoi choimirce ÚAO mar aon leis na soláthraithe ITE eile ar fad. Molann an tuarascáil freisin go ndéanfaí taighde agus comhoibriú eile idir na ceithre sholáthraí sa dhá chnuasach a leathnú amach agus a fhorbairt.

Chomh maith le moladh go mbeadh seacht n-ionad barr feabhais ITE ag Éirinn (murab ionann agus an sé ionad a moladh in 2012), déanann an tuarascáil roinnt moltaí eile agus tugann sé aghaidh ar cheisteanna eile ar gá machnamh a dhéanamh orthu. Maíonn sé gur chóir díriú isteach sna seacht n-ionad ar réimse chomhleanúnach soláthair ITE a chruthú ón oideachas luath-óige go dtí ullmhú múinteoirí san oideachas aosach agus san ardoideachas. Ba chóir dó seo tarlú trí chur chuige oideachais múinteoirí atá bunaithe ar thaighde, caighdeán oideolaíochta agus teagasc sna cláir éagsúla a neartú, agus naisc chomhleanúnacha idir teoríc agus cleachtadh a bhunú agus idirnáisiúntú ITE a leathnú amach ó thaobh mic léinn agus an fhoireann acadúil de.

Molann sé go ndíreodh údarás ardoideachais agus lucht déanta beartas eile ar chóras ITE gairmiúil féinfheabhsaithe in Éirinn a chruthú, córas ina mbeadh níos mó neamhspleáchais ag na hionaid barr feabhais ó riarachán lárnach an stáit agus go bhfeabhsófaí an comhoibriú eatarthu. Molann sé go dtabharfadh na húdarás aiseolas tráthúil agus leanúnach do na hionaid, go háirithe nuair atá aitheantas poiblí maidir le hobair mhaith a rinneadh i gceist. Ba chóir go gcuirfí dreasachtaí ar fáil chun cabhrú leis na hionaid a spriocanna straitéiseacha a bhaint amach – mar shampla, ba chóir cuid den chaiteachas bliantúil a dhéantar ar CPD a leithroinnt ar na hionaid trí scéim cistiúcháin iomaíoch a bheadh ar thóir réitigh nuálacha chun tionchar soláthair CPD a fhorbairt.

Maidir le ITE atá bunaithe ar thaighde, cé go n-aithnímid go raibh forbairtí ann ó 2012, molann an fhoireann go ndéanfadh na hionaid ar fad iarrachtaí breise lena chinntiú go dtuigeann mic léinn ní hamháin conas taighde a léamh agus a dhéanamh ach conas smaoineamh ar nós taighdeoirí nuair atá siad ag obair i scoileanna nó le scoileanna, agus go dtuigeann siad an tábhacht a bhaineann leis sin. Tugann an fhoireann faoi deara freisin go gcuireann na cláir ITE béim níos láidre ar shocrúchán scoile ná mar a chuir in 2012. É sin ráite, mar gheall ar na saincheisteanna a tháinig aníos faoi na deacrachtaí a bhíonn ag roinnt múinteoirí faoi oiliúint maidir le socrúchán scoile, molann an tuarascáil go ndéanfaí athbhreithniú ar an gcleachtas reatha atá ann maidir le sochrúcháin agus, bunaithe ar thorthaí an athbhreithnithe sin, go ndéanfaí na hathruithe is gá sa bheartas, sa mhaoiniú agus sa chleachtadh chun gnéithe praiticiúla ITE a thabhairt níos gaire do na cúrsaí atá á dtairiscint sna hollscoileanna. Molann an tuarascáil freisin go bhféadfaí go ndéanfadh dhá nó trí ionad socrú chun scoil chliniciúil nó scoileanna cliniciúla um oiliúint múinteoirí a chomhtháthú go dlúth lena ngnáthoibriúcháin. Ba chóir an fhorbairt sin a thabhairt isteach ar bhonn pólótach ar dtús agus ba chóir go mbeadh measúnú dian agus leanúnach á dhéanamh ar cháilíocht na dtorthaí do mhic léinn mar chuid de.

Luadh sa tuarascáil go ndearna an chuid is mó de na hionaid tagairt d'fhianaise starógach le cur síos a dhéanamh ar rath a gcláir athstruchtúraithe, ach go raibh ganntanas fianaise eimpíric ann le tacú leis an méid atáthar á maíomh. Mhol an fhoireann, mar sin, go ndéarfadh na hionaid ITE, i dteannta a chéile agus i gcomhar leis na húdarás ardoideachais agus le lucht déanta beartas, áis suirbhéireachta a chabhródh le montatóireacht a dhéanamh ar dhul chun cinn agus forbairt bhreise ITE in Éirinn. D'fhéadfadh sé seo a bheith ina shuirbhé bliantúil nó leathbhliantúil a dhíreodh isteach ar ghnéithe lárnacha d'fhorbairt ITE in Éirinn, lena n-áirítear taithí mac léinn ó thaobh fás i ngairm na múinteoireachta de, tionchar taighde mar chuid de ITE, éifeachtúlacht na hoiliúna praiticiúla agus ábharthacht na hoideolaíochta a úsáidtear sa teagasc agus sa bhfoghlaim.

Molann an t-athreithniú ceannairí agus foirne na n-insitiúidí ar fad as a dtiomantas don chur i bhfeidhm agus as na torthaí a fuarthas go dtí seo. Luann an fhoireann gur tharla an t-athchóiriú struchtúrtha ar ITE in Éirinn ag am a bhí ciorruithe á ndéanamh sa gheilleagar náisiúnta agus ag am céanna a bhí athchóiriú suntasach á dhéanamh ar chlár ITE tar éis an cinneadh a rinneadh chun bliain amháin a chur leis na cláir sin (sé sin 60 creidiúint ECTS a chur leo). Thug sé sásamh don fhoireann aiseolas dearfach maidir leis an athchóiriú a chloisteáil ón bhfoireann i roinnt de na hionaid, d'ainneoin na ndúshlán agus na ndeacrachtaí a bhain leis an bpróiseas.

# Réamhrá

## Comhthéacs an Ardoideachais in Éirinn

Tharla athruithe suntasacha san earnáil ardoideachais le blianta beaga anuas, tar éis fhoilsiú na Straitéise Náisiúnta um Ardoideachas 2030 (Tuarascáil Hunt) in 2011. Leagadh amach sa straitéis fis fhadtéarmach don ardoideachas agus an ról lárnach atá aige ó thaobh aitheantas a thabhairt d'Éirinn mar thír ina bhfuil nuáil, fiontar iomaíoch agus barr feabhais acadúil leanúnach inti, agus mar thír a mheallann daoine chun conaí agus chun oibre inti de bharr an ardchaighdeáin saoil, na beochta cultúrtha agus na struchtúr sóisialta ionchuimsitheach atá aici. Leag an tuarascáil béim ar an tábhacht a bhaineann le cultúr taighde laistigh d'institiúidí ardoideachais, áit a bhfuil nasc dlúth idir taighde agus teagasc ina nglactar le dearcadh fiosraitheach ceisteach, agus áit a bhfuil an fhoireann agus na mic léinn tiomanta do chur chuige bunaithe ar fhianaise ina gcuid oibre.

Leag an tuarascáil amach freisin fis le haghaidh athchóiriú struchtúrtha an ardoideachais, agus díriodh aird ar an líon mór institiúidí ardoideachais atá in Éirinn i gcomparáid le háiteanna eile agus an easpa scála atá acu mar institiúidí neamhspleácha chun an dul chun cinn is gá ó thaobh caighdeáin agus éifeachtúlachta a bhaint amach. Mhol sé go ndéanfaí institiúidí beaga a mhaoinear go poiblí a spreagadh chun iad féin a alíniú le nó a ionchorprú in institiúidí a bhfuil an scála dóthanach acu chun go bhféadfaí cuspóirí ginearálta maidir le caighdeán agus éifeachtúlacht a chomhlíonadh.

Níos déanaí fós, leag an Plean Gníomhaíochta don Oideachas 2016-2019, a foilsíodh in 2016, amach treoir agus spriocanna straitéiseacha na Roinne Oideachais agus Scileanna (DES) don chóras oideachais agus oiliúna, agus ba é an cuspóir a bhí aige sin ná go mbeidh córas oideachais na hÉireann ar an gceann is fearr san Eoraip roimh 2026. Tá an Plean Gníomhaíochta sin tacaithe ag creat feidhmíochta córais don chóras ardoideachais, a bhfuil na spriocanna seo a leanas aige:

- ▶ Go mbeidh an córas freagrach as feidhmíocht maidir le cur i gcrích tosaíochtaí náisiúnta agus go ndéanfaí sé monatóireacht ar an gcóras ina iomlán;
- ▶ Go gcuirfí ionchais uile an chórais in iúl ó réimsí éagsúla den rialtas/de ghníomhaireachtaí maidir leis na gnéithe éagsúla a bhaineann le gníomhaíocht ardoideachais;
- ▶ Go mbeidh feidhmíocht an chórais níos soiléire don Rialtas agus don phobal i gcoitinne;
- ▶ Go gcuirfear le forbairt an chórais agus forbairt beartas trí aird a tharraingt ar easnaimh struchtúrtha agus easnaimh eile lena n-áirítear cumas sonraí;
- ▶ Go gcuirfí ar chumas Institiúidí Ardoideachais a nideoaga agus a misin straitéiseacha féin a aithint agus comhshocrú feidhmíochta a chomhaontú atá ag teacht leis an maoiniú atá ar fáil ón Údarás Ardoideachais

Tá an dara céim de chur chuige an chreata feidhmíochta seo ar bun faoi láthair, agus tá an ÚAO agus na hinstitiúidí ardoideachais i mbun próiseas dialóige ó thaobh straitéise agus feidhmíochta de. Déanfar comhshocrúithe feidhmíochta a chomhaontú mar thoradh air seo, agus cabhróidh eochairtháscairí feidhmíochta (ETFanna) miseanbhunaithe le spriocanna náisiúnta a bhaint amach, agus cumais agus láidreachtaí na n-institiúidí féin á n-úsáid ag an am céanna.

Ba é an t-athbhreithniú ar an tsamhail mhaoinithe don ardoideachas ceann de na príomhfhorbairtí maidir le cur i gcrích an chórais ardoideachais athchóirithe agus fheabhsaithe. Tá sé mar aidhm ag an gcur chuige nua molta seo i leith na samhla maoinithe an fhoghlaim ar feadh an tsaoil a leabú sa chóras agus tacú le forbairt scileanna. Chomh maith leis sin, aithneoidh sé na dúshlán dhéimeagrafacha agus tabharfaidh sé aghaidh orthu, feabhsóidh sé inrochtaineacht, tacóidh sé le taighde agus nuáil, agus cuirfidh sé deis ar fáil d'fhorbairt institiúideach fheabhsaithe.

## Comhthéacs an Oideachais do Mhúinteoirí in Éirinn

In 2006, tar éis blianta fada ina ndearnadh plé agus comhairliúchán, bunaíodh Comhairle Mhúinteoireachta na hÉireann mar chomhlacht reachtúil féinrialaitheach neamspleách chun an mhúinteoireacht a chur chun cinn mar ghairm, chun forbairt ghairmiúil mhúinteoirí a chur chun cinn agus chun caighdeán sa ghairm a rialú. In 2011, d'fhoilsigh sí a doiciméad beartais Leanúntas Oideachais Múinteoirí. Leag an doiciméad beartais seo amach fíis le haghaidh oideachas tosaigh múinteoirí (ITE), inductú, forbairt ghairmiúil luath agus leanúnach agus tacaíocht gairme déanaí. Ghlac sé freisin le trí chuspóir eile – nuáil, comhtháthú agus feabhsúchán. Sna blianta ó shin i leith, d'fhoilsigh an Chomhairle Mhúinteoireachta critéir leasaithe maidir le clárú múinteoirí agus d'fhorbair sí an próiseas Induchtúcháin – *Droichead*, chomh maith le creat le haghaidh forbairt ghairmiúil leanúnach – *Cosán*<sup>1</sup>.

In Iúil 2011, sheol an tAire Oideachais straitéis náisiúnta litearthachta agus uimhearthachta – Litearthacht agus Uimhearthacht don Fhoghlaim agus don Saol: An Straitéis Náisiúnta chun Litearthacht agus Uimhearthacht a Fheabhsú i measc Leanaí agus Daoine Óga – straitéis a chuimsigh roinnt spriocanna cáilíochtúla agus cainníochtúla chun caighdeán litearthachta agus uimhearthachta a fheabhsú sa tréimhse 2011 go 2020. I measc na bpríomhréimsí a tugadh aghaidh orthu sa straitéis bhí gá ann “lena chinntiú go ndéanfar scileanna múinteoirí maidir le teagasc litearthachta agus uimhearthachta a fhorbairt” agus cleachtadh gairmiúil múinteoirí a fheabhsú trí athruithe a dhéanamh ar an oideachas réamhsheirbhíse agus inseirbhíse. An toradh a bhí ar an straitéis sin ná gur síneadh an clár Baitsiléara Oideachais do mhúinteoirí bunscoile ó thrí go ceithre bliana (240 creidiúint ECTS) agus síneadh an dioplóma sa mhúinteoireacht bhunscoile ó ocht mí dhéag go dhá bhliain (120 creidiúint ECTS). Síneadh na cúrsaí Ard-Dioplóma san Oideachas do mhúinteoirí iar-bhunscoile ó bhliain amháin go dhá bhliain (120 creidiúint ECTS). Bhí sé anois mar riachtanas do gach cúrsa 40% dá gclár leathnaithe a dhírú ar shocrúcháin scoile. Bhí módúil teagaisc, foghlama agus measúnaithe litearthachta agus uimhearthachta mar cheanglas éigeantach anois do gach clár oideachais do mhúinteoirí bunscoile agus iar-bhunscoile, agus rinneadh réimse cúrsaí roghnacha a raibh gaol gar acu leis an oideachas a chur in áit staidéar na ndaonnachtaí (ar a dtugtar ‘cúrsaí acadúla roghnacha’) laistigh den chlár Baitsiléara Oideachais (do mhúinteoirí bunscoile).

In Aibreán 2012, tar éis iarrtais a fháil ón Aire Oideachais agus Scileanna, bunaíodh Painéal Athbhreithnithe Idirnáisiúnta chun comhairle a thabhairt maidir le struchtúr soláthair ITE sa Stát. Iarradh ar an Údarás Ardoideachais (ÚAO) an próiseas athbhreithnithe a bhainistiú thar ceann na Roinne Oideachais agus Scileanna. Ba iad seo a leanas comhaltáí an Phainéil: Ba é an tOllamh Pasi Sahlberg a bhí ina Ard-Stiúrthóir ar CIMO (sa Roinn Oideachais) in Helsinki san Fhionnlann ag an am, agus ina Ollamh Taca ag Ollscoil Helsinki agus Ollscoil Oulu, a bhí ina chathaoirleach ar an bPainéal; An tOllamh Pamela Munn, Ollamh Emeritus ag Ollscoil Dhún Éadain agus an tOllamh John Furlong, iar-Stiúrthóir Roinn Oideachais Ollscoil Oxford. Mhol Tuarascáil an Phainéil Athbhreithnithe Idirnáisiúnta seo (dá dtagraítear sa pháipéar seo mar thuarascáil *Sahlberg 1*) go ndéanfaí na 19 n-institiúid ITE ar leith a athchumrú mar sé institiúid nó “ionad oideachais múinteoirí” nua. Bheadh sé de chuspóir ag na struchtúir nua a mhol an painéal idirnáisiúnta a chinntiú go mbeadh líon beag ionad oideachais múinteoirí ann, agus go gcuirfeadh gach ionad oideachas ar fáil i ngach réimse den oideachas do mhúinteoirí – ón oideachas luath-óige go dtí an t-oideachas bunscoile, iar-bhunscoile, an breisoideachas agus an t-oideachas aosach. Bheadh tairseach chriticiúil ag na hionaid oideachais múinteoirí seo freisin ó thaobh a gcumais taighde de, rud nach féidir a bhaint amach i gcónaí in institiúid níos lú. Chiallódh na socrúithe nua seo go mbeadh lárionaid taighde láidre bunaithe i ngach ionad.

I measc na saincheisteanna eile a dhírigh an Painéal Athbhreithnithe aird orthu, bhí caighdeán na n-iarrthóirí a chuir isteach ar chlár ITE agus soláthar agus éileamh na múinteoirí. Maidir leis an gcéad cheist, d'aithin an Painéal Athbhreithnithe go raibh caighdeán na bhfágálaithe scoile ag déanamh iarrtais ar chlár ITE in Éirinn “chomh hard le haon áit eile ar domhan, agus b'fhéidir níos airde”. Mhol an Painéal gur chóir an caighdeán sin a chothabháil, agus mhaígh sé gur “acmhainn shuibhir a bhí ann ar chóir ardmheas a thabhairt di agus gur chóir dúshlán a thabhairt do mhúinteoirí faoi oiliúint chun go mbainfidh siad amach barr a gcumais”.

1 Is iad “Droichead” agus “Cosán” na focail Ghaeilge le haghaidh “Bridge” agus “Path”.

Maidir leis an tsaincheist a bhain le soláthar/éileamh, luaigh an painéal go bhféadfadh rólsholáthar agus na leibhéil difhostaíochta a gabhann leis tionchar diúltach a imirt ar mheallacht na múinteoireachta mar ghairm agus ar chaighdeán na ndaoine a mbeadh dúil acu a bheith ina múinteoirí. Mhol an Painéal mar sin go ndéanfaí, ar bhonn práinne, athbhreithniú ar an gceist maidir le soláthar agus éileamh múinteoirí.

Le blianta beaga anuas, bhí imní ann maidir leis an neamhchothroime a bhí ann idir soláthar agus éileamh múinteoirí, go háirithe maidir le roinnt ábhar ag an leibhéal iar-bunscoile, agus maidir le múinteoirí ionaid agus poist ghearrthéarmacha ag an leibhéal bunscoile. Chun dul i ngleic leis an gceist sin, bunaíodh grúpa oibre teicniúil a chuimsíonn ionadaithe ón Roinn Oideachais agus Scileanna, ón gComhairle Mhúinteoireachta agus ón ÚAO in 2015 chun anailís a dhéanamh ar líon na múinteoirí a theastaíonn ón gcóras oideachais. Mar thoradh air sin, i Meitheamh 2017 sheol an tAire Oideachais agus Scileanna an tuarascáil An Chothromaíocht Cheart a Aimsiú (Soláthar Múinteoirí in Éirinn: Tuarascáil de chuid an Ghrúpa Oibre Teicniúil). Leagann an tuarascáil amach cur chuige pleanála a mheasann an méid oibre a mbeadh gá leis chun samhail a fhorbairt a aimseodh cothromaíocht níos fearr idir soláthar agus éileamh múinteoirí sa mheántearma agus san fhadtéarma.

I Márta 2018, bhunaigh an Roinn Grúpa Stiúrtha Soláthair Múinteoirí ardleibhéil, a chuimsigh grúpa speisialaithe páirtithe leasmhara, chun a chinntiú go mbeadh soláthar dóthanach múinteoirí cáilithe ann chun riachtanais bunscoileanna agus iar-bhunscoileanna a chomhlíonadh. Cuireadh de chúram ar an ngrúpa machnamh a dhéanamh faoi bheartais agus socruithe do scoileanna agus múinteoirí a bhfuil tionchar acu ar ghluaiseacht/soláthar múinteoirí; an mhúinteoireacht mar ghairm a chur chun cinn; ardoideachas lena n-áirítear beartas, soláthar, maoiniú agus tacaíocht ITE; agus sonraí/taighde.

Tuigtear níos fearr ná riamh nach léiríonn gairm na múinteoireachta in Éirinn éagsúlacht shocháil na hÉireann. Mar iarracht ar an rochtain ar chlár oideachais múinteoirí a mhéadú agus a leathnú, d'fhógair an tAire Oideachais i Meán Fómhair 2016 go gcuirfí maoiniú ar fáil thar thréimhse trí bliana do thionscadail a raibh mar aidhm acu rochtain a fheabhsú do mhic léinn ó ghrúpaí faoi ghannionadaíocht sa chóras oideachais, m.sh. mic léinn ó chúirí atá faoi mhíbhuntáiste sóisialta agus eacnamaíochta; mic léinn lánfhásta; mic léinn faoi mhíchumas; an lucht siúil; foghlaimoirí páirtaimseartha/solúbtha agus daoine a bhfuil cúrsaí breisoideachais déanta acu. Rinneadh na sé ionad ITE ar fad a fhaomhadh chun maoiniú a fháil faoin gClár um Rochtain ar Ardoideachas (PATH). I measc na dtionscadal atá ag fáil tacaíochta tá bealaí isteach díreach ón mbreisoideachas; tacaíocht bhreise do mhic léinn ó scoileanna DEIS; clár aistrithe do mhúinteoirí faoi oiliúint chomh maith le sparánachtaí do mhic léinn.

Forbairt eile a tharla le déanaí ná cinneadh a rinne an tAire Oideachais chun clár ar leith a bhunú le clár ITE chomhleanúnacha agus chomhthráthacha a chur ar fáil trí mheán na Gaeilge do mhic léinn, go háirithe dóibh siúd a bhfuil sé ar intinn acu dul ag múineadh i nGaelscoileanna. Rinneadh tairiscintí a lorg ó na soláthraithe reatha ar fad do na clár sin agus is iad Institiúid Oideachais Marino agus Coláiste Mhuire Gan Smál a bhuaigh an comórtas.

Mhol tuarascáil *Sahlberg 1* (2012) go ndéanfaí sé ionad barr feabhais a bhunú:

1. Ionad amháin a chuimsíonn Ollscoil Chathair Bhaile Átha Cliath (DCU); Coláiste Phádraig, Droim Conrach (SPD); Institiúid Oideachais Mater Dei (MDIE).
2. Ionad a chuimsíonn Coláiste na Tríonóide (TCD); Institiúid Oideachais Marino (MIE); An Coláiste Ollscoile, Baile Átha Cliath (UCD); agus an Coláiste Náisiúnta Ealaíne is Deartha (NCAD).
3. Ionad a chuimsíonn Ollscoil na hÉireann Má Nuad (NUIM) – ar a dtugtar Ollscoil Mhá Nuad (MU) anois; agus Coláiste Froebel.
4. Ionad a chuimsíonn Ollscoil Luimnigh (UL), Coláiste Oideachais Mhuir Gan Smál (MIC); agus Institiúid Teicneolaíochta Luimnigh (LIT).
5. Ionad a chuimsíonn Coláiste na hOllscoile, Corcaigh (UCC) agus Institiúid Teicneolaíochta Chorcaí (CIT).
6. Ionad a chuimsíonn Ollscoil na hÉireann, Gaillimh (OÉ Gaillimh) agus Coláiste San Aingeal, Sligeach.

Maidir le hoideachas Ealaíne, mhol an Painéal gur chóir go mbeadh cláir ITE don Ealaíon creidiúnaithe ag ollscoil agus bunaithe in ollscoil. Chiallódh sé sin gur chóir d'fhoireann ollscoile agus na hinstiúide ealaíne cúrsaí oideachais san Ealaíon a phleanáil agus a sholáthar as lámha a chéile. Ba chóir an fhoireann a chomhtháthú ó thaobh pleanála agus ó thaobh codanna comhchoiteanna de na cláir a sholáthar, agus ba chóir na mic léinn a chur le chéile le haghaidh léachtanna agus seimineáir.

I ngach cás, moladh go n-éascófaí oideachas múinteoirí in aon áit amháin laistigh de thimpeallacht athchumraithe mar thoradh ar na cumaisc/comhaontais sin. D'fhéadfaí "Institiúid Oideachais", "Ionad Oideachais do Mhúinteoirí" nó a leithéid a thabhairt ar na socrúithe nua seo.

## Próiseas Athbhreithnithe – 2018 (*Athbhreithniú Sahlberg 2*)

Socraíodh i bhFómhar 2017 go ndéanfaí athbhreithniú chun tuairisc a thabhairt ar an méid a rinneadh chun moltaí tuarascáil *Sahlberg 1* (2012) a chur i bhfeidhm. Is é cuspóir an athbhreithnithe ná measúnú a dhéanamh ar staid reatha ITE in Éirinn agus tagairt á déanamh do na moltaí a leagadh síos i dtuarascáil *Sahlberg 1*. Iarradh ar an Ollamh Áine Hyland tuarascáil cúlra a ullmhú a thabharfadh achoimre ar na forbairtí a tharla san oideachas do mhúinteoirí ó 2012 ar aghaidh. Leagann an tuarascáil cúlra sin, ó Eanáir 2018, amach cúrsaí maidir le cur i bhfeidhm leasuithe *Sahlberg 1* mar a bhí siad i Nollaig 2017. Luann sé go ndearnadh dul chun cinn suntasach le cúig bliana anuas agus gurbh iad ceannairí agus tiomantas na n-institiúidí, chomh maith leis na spreaganna laistigh de shamhail mhaoinithe ÚAO, a bhí taobh thiar de chur i bhfeidhm rathúil na leasanna sna hionaid a d'éirigh leo.

É sin ráite, luaigh an tuarascáil freisin go raibh laghdú ar an éileamh do chlár chomhleanúnacha oideachais múinteoirí ag an leibhéal iar-bhunscoile, go háirithe i dtaobh roinnt ábhar. Creideann páirtithe leasmhara go bhféadfadh an laghdú sin a bheith ann mar gheall ar go leor cúiseanna, lena n-áirítear méadú ar chostas staidéir mar gheall ar shíneadh an chlár leanúnaigh go dtí dhá bhliain, chomh maith le laghdú sna tuarastail tosaigh do mhúinteoirí nua, rud a tógadh isteach le linn an chúlaithe eacnamaíochta, chomh maith leis na deacrachtaí atá ann chun post buan a fháil. Tá an cheist seo go hard ar an gclár oibre do bheartas oideachais múinteoirí in Éirinn faoi láthair.

Is é an tOllamh Pasi Sahlberg, a ceapadh le déanaí mar Ollamh Beartais Oideachais ag Institiúid Oideachais Gonski, Ollscoil New South Wales in Sydney san Astráil, a rinne an t-athbhreithniú reatha seo, bunaithe ar chuariteanna suíomhanna. Fuair an tOllamh Sahlberg comhairle ón Ollamh Áine Hyland, agus fuair sé tacaíocht fheidhmeannach don athbhreithniú ó Valerie Harvey, Sarah Fitzgerald agus Laura Austin de chuid an ÚAO.

### Téarmaí tagartha an athbhreithnithe reatha

Is iad téarmaí tagartha an athbhreithnithe (a mhínítear ina iomláine in Aguisín 1) ná measúnú a dhéanamh ar staid reatha ITE in Éirinn agus tagairt á déanamh do na moltaí atá leagtha amach i dtuarascáil *Sahlberg 1*. Iarradh ar an athbhreithniú díriú isteach ach go háirithe ar mhéid na n-athruithe struchtúracha agus cultúrtha atá tagtha chun cinn sna hInstitiúidí Ardoideachais mar a aithníodh iad in *Sahlberg 1*. Iarradh air freisin measúnú a dhéanamh ar thionchar na leasuithe ar chaighdeán an teagaisc ar an oideolaíocht agus ar eolas ar ábhar oideolaíochta, agus ar thairbhí oideachais na mac léinn a fhreastalaíonn ar chúrsaí ITE, chomh maith le léirmheas a thabhairt ar thionchar na leasuithe ar chumas taighde na nInstitiúidí Ardoideachais agus léirmheas a thabhairt ar na naisc idir taighde agus oiliúint agus foghlaim na mac léinn ITE. Iarradh freisin ar an athbhreithniú breathnú ar agus moltaí a dhéanamh maidir leis an treo atá beartaithe do struchtúr an ITE in Éirinn sa toadhcháil, ag féachaint do na bunchuspóirí agus na téarmaí tagartha a bhí ag *tuarascáil Sahlberg 1* agus chun torthaí intomhaiste cuí a shainiúint don ghearrthéarma agus don mheántéarma. Thug na téarmaí tagartha le fios go bhféadfadh gur mian leis an athbhreithniú tuairimí a thabhairt ar aon cheist a bhaineann le hoideachas múinteoirí a d'fhéadfadh teacht aníos, lena n-áirítear, mar shampla, rochtain ar chlár ITE, gluaiseacht na mac léinn nó athruithe sa chóras oideachais i gcoitinne.



## Leagan Amach an Athbheithnithe agus Teagmháil le páirtithe leasmhara

I bhFeabhra 2018, thug an tOllamh Pasi Sahlberg cuairt ar Bhaile Átha Cliath agus bhuaile sé leis an ÚAO, an Roinn Oideachais agus Scileanna agus leis an gComhairle Mhúinteoireachta. Chomh maith leis sin, phlé sé cúlra na tuarascála leis an Ollamh Áine Hyland agus thug sé comhairle maidir le leagan amach agus sceidealú na cuairte breisithe a bhí beartaithe aige a thabhairt ar Éirinn in Aibreán/Bealtaine nuair a thabharfadh sé cuairt ar gach ceann de na sé Ionad Oideachais do Mhúinteoirí.

Tharla na cuairteanna suíomhanna ag deireadh mhí Aibreáin agus ag tús mhí na Bealtaine 2018. Ba é seo a leanas sceideal na gcuariteanna suíomhanna agus tugtar leagan níos mionsonraithe de seo in Aguisín 2.

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<b>Luan 30 Aibreán:</b>	Cuariteanna ar Shuíomhanna Choláiste San Aingeal agus OÉ Gaillimh, lena n-áirítear cruinniú den dá institiúid arna reáchtáil ag OÉ Gaillimh.
<b>Dé Mháirt 1 Bealtaine:</b>	Cuairt ar Shuíomhanna Choláiste Mhuire Gan Smál (a chuimsíonn Campas Naomh Pádraig MIC), Institiúid Teicneolaíochta Luimnigh agus Ollscoil Luimnigh, lena n-áirítear cruinniú idir na trí institiúid seo arna reáchtáil ag Coláiste Mhuire Gan Smál. Cuairt ar Shuíomh Choláiste na hOllscoile, Corcaigh, lena n-áirítear cruinniú idir Coláiste na hOllscoile, Corcaigh agus Institiúid Teicneolaíochta Chorcaí, arna reáchtáil ag Coláiste na hOllscoile, Corcaigh.
<b>Dé Céadaoin 2 Bealtaine:</b>	Cuairt ar shuíomhanna agus cruinniú le hOllscoil Mhá Nuad (a chuimsíonn Coláiste Froebel). Cuairt ar shuíomhanna agus cruinniú le hOllscoil Chathair Bhaile Átha Cliath (a chuimsíonn Coláiste Phádraig Dhroim Conrach, Institiúid Mater Dei agus Coláiste Oideachais Eaglais na hÉireann). Cuairt ar shuíomh Institiúid Oideachais Marino.
<b>Déardaoin 3 Bealtaine:</b>	Cuariteanna ar shuíomhanna Choláiste na Trionóide, Baile Átha Cliath, an Choláiste Náisiúnta Ealaíne is Deartha agus Coláiste na hOllsoile, Baile Átha Cliath, lena n-áirítear cruinniú den cheithre institiúid (Institiúid Oideachais Marino, Coláiste na Trionóide, Baile Átha Cliath, an Coláiste Náisiúnta Ealaíne is Deartha agus Coláiste na hOllsoile, Baile Átha Cliath) arna reáchtáil ag Coláiste na Trionóide, Baile Átha Cliath.

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Ba mhaith leis na hOllaimh Sahlberg agus Hyland agus ionadaithe ÚAO a mbuíochas a ghabháil as an bhfáilte a cuireadh rompu agus an cóir a cuireadh orthu i ngach ceann de na hinstiúidí ar thug siad cuairt orthu. I ngach ceann de na hinstiúidí, phlé an fhoireann agus na mic léinn go hoscailte agus go neamhbhalbh leis an bhfoireann agus roinn siad a dtuairimí faoi taithí a bhí acu le cúig bliana anuas agus faoi na hionchais atá acu don todhchaí.

Cuireann an t-eolas sa chuid seo a leanas faoi gach ceann de na hionaid leis an eolas i dtuarascáil cúlra (Hyland).

## IONAD 1

### Institiúid Oideachais Ollscoil Chathair Bhaile Átha Cliath (a chuimsíonn Roinn Oideachais DCU; Iar-Choláiste Phádraig, Droim Conrach; Institiúid Oideachais Mater Dei; agus Coláiste Oideachais Eaglais na hÉireann)

Nuair a thug an fhoireann idirnáisiúnta cuairt ar Bhaile Átha Cliath in 2012, léirigh Uachtarán DCU a fhís agus a thiomantas d'Institiúid Oideachais DCU den chéad scoth a bhunú. Ó shin, fíoraíodh Institiúid Oideachais DCU, a chuimsíonn ceithre institiúid éagsúla ar champas amháin (DCU; Coláiste Phádraig, Institiúid Mater Dei, agus Coláiste Eaglais na hÉireann). Ní mór na ceithre pháirtí a mholadh as cé chomh maith agus a d'éirigh leo ó thaobh an ionchorpraithe shuntasach seo, rud a d'éiligh tiomantas agus toilteanacht le páirt a ghlacadh in athruithe móra, lena n-áirítear athlonnú de chuid mhór den fhoireann agus de na mic léinn. I rith na cuairte ar an 2 Bealtaine, bhí foireann na hInstitiúide nua in DCU a bhuail leis an bhfoireann athbhreithnithe oscailte agus neamhbhalbh faoina gcuid tuairimí agus cé nach ndearna siad beag de na dúshláin a bhí rompu agus a bheidh rompu amach anseo de bharr an ionchorpraithe, bhí siad ar aon intinn maidir lena dtiomantas dona chinntiú go n-éireoidh leis an Institiúid nua.

I rith an phróisis ionchorpraithe, bhí gá le dul i ngleic le ceisteanna ar nós na difríochtaí idir pá agus coinníollacha na bhfoirne éagsúla, a n-éiteas agus a gcórais acadúla, chomh maith le haghaidh a thabhairt ar chastachtaí a bhain le húinéireacht dhlíthiúil na suíomhanna agus foirgneamh, caidreamh tionsclaíoch agus saincheisteanna acmhainní daonna, agus soláthar foirne agus roinnt ceisteanna eile a fágadh gan réiteach. É sin ráite, sáraíodh formhór na ndeacrachtaí agus éascaíodh an próiseas ionchorpraithe le tacaíocht airgeadais ón ÚAO agus ón Roinn Oideachais agus Scileanna, rud a chinntigh go bhfeidhmeodh Institiúid Oideachais DCU agus go n-éireodh léi.

Tá an Institiúid ag feidhmiú faoina "branda" nua féin anois agus ceapadh Déan Oideachais chun a chinntiú go gcuirfeadh an fhís i bhfeidhm go huile agus go hiomlán. Ag an gcrúinniú lóin leis an bhfoireann athbhreithnithe, ar fhreastail baill foirne den cheithre iar-institiúid air, ba léir go raibh an meas céanna ag foirne na gceithre iar-institiúid ar a chéile. Cé go bhfuil ceisteanna áirithe fós le réiteach, tá ionchorprú na bhfoirne agus na mac léinn isteach in institiúid amháin ag leanúint ar aghaidh go tapa agus, ó 2014 ar aghaidh, cláraíodh gach mac léinn ITE de chuid na hInstitiúidí mar mhac léinn de chuid DCU. Tá na mic léinn agus an fhoireann lonnaithe ar iar-champas Choláiste Phádraig agus tá rochtain acu freisin ar áiseanna phríomhchampas DCU i nGlas Naíon, cúpla ciliméadar ar shiúil, agus ar Champas Choláiste na Naomh Uile, siúlóid ghearr uathu.

Soláthraíonn an Institiúid nua, ar champas aontaithe, cúrsaí ITE i ngach réimse oideachais ón oideachas luath-óige, go dtí an t-oideachas bunscoile agus iar-bhunscoile agus an breisoideachas. Soláthraítear clár oideachais do reiligiúin ar leith do mhúinteoirí a bhfuil sé ar intinn acu múineadh i scoileanna Caitliceacha agus scoileanna de chuid Eaglais na hÉireann, chomh maith le scoileanna il-sainchreidmheacha agus neamh-shainchreidmheacha. Soláthraítear clár do mhúinteoirí SEN (Riachtanais Speisialta Oideachais) chomh maith le réimse leathan clár oideachais ghairmiúil leanúnaigh, clár Mháistreacht agus clár Dhochtúireacht. Tá fianaise ann go bhfuil cultúr taighde láidir agus neadaithe ann agus go bhfuil taifead foilsíocháin suntasach atá ag dul i méid ann freisin agus gur mhéadaigh céatadán na foirne acadúla ó choláistí oideachais a bhfuil dochtúireacht acu go dtí os cionn 80%. I gcomhthéacs inar laghdaigh líon na mac léinn a bhí ag déanamh iarratais ar chlár ITE do mhúinteoirí iar-bhunscoile, tháinig méadú ar na hiarratais, go háirithe i gcás clár chomhthráthacha, ónar tháinig Institiúid Oideachais DCU ar an bhfód agus tá caihdeán ard ag na hiarrthóirí go fóill.

I rith chuairt na foirne athbhreithnithe, eagraíodh turas timpeall an champais agus chuaigh caighdeán na n-áiseanna san fhoirgneamh nua agus i bhfoirgneamh athchóirithe Choláiste Phádraig i gcion orthu. Tá an Leabharlann nua go hiontach ar fad lena bailiúchán de leabhair agus d'acmhainní a bhaineann le hoideachas, a háiseanna TF agus staidéir do mhic léinn. Tá limistéir chiúine aici chomh maith le limistéir eile atá curtha ar fáil do shaothar comhoibríoch agus d'obair i ngrúpaí. Tá nuáil agus cruthaitheacht le brath san ionad LEGO; rinneadh cuid de thionscadail agus tionscnaimh na mac léinn a phlé leis an bhfoireann.

I rith an phlé sin, chuir an fhoireann a díomá in iúl nár tógadh cur i bhfeidhm mholtaí *Sahlberg 1* san áireamh nuair a bhí sonraíochtaí tairscintí á dtarraingt suas ag an Roinn Oideachais agus Scileanna do thionscnaimh ar nós PATH, clár ITE nua trí mheán na Gaeilge nó do thionscadail taighde eile a raibh tairscintí á lorg ina leith ó institiúidí ITE. Cé gur aithníodh go dtógfadh sé am chun aitheantas poiblí agus gairmiúil a fháil don "bhranda" nua, tugadh le fios go ndéanann cuid den chumarsáid agus de na ráitis oifigiúla tagairt do na seanaimeacha a bhí ag na Coláistí Oideachais roimhe seo, seachas an "branda" nua a úsáid, is é sin Institiúid Oideachais DCU.

## IONAD 2

### Coláiste na Tríonóide, Baile Átha Cliath, Institiúid Oideachais Marino, Coláiste Náisiúnta Ealaíne & Deartha agus an Coláiste Ollscoile, Baile Átha Cliath

Reáchtáladh cruinniú den cheithre institiúid a bhfuil baint acu leis an Ionad 2 atá beartaithe in oifig Leas-Phropast/Príomhoifigeach Acadúil Choláiste na Tríonóide ar an 3 Bealtaine. Bhí an t-atmaisféar cairdiúl agus cuiditheach. Ag tús an chruinnithe, tugadh páipéar a bhí comhaontaithe ag an gceithre pháirtí don fhoireann athbhreithnithe. Luann an páipéar, dar teideal "Six Clusters or Seven", (tá an téacs iomlán le fáil in Agusín 3) tuarascáil *Sahlberg 1* a mholann "gur chóir oideachas múinteoirí in Éirinn a athstruchtú ina sé ionad, gach ceann acu ag ailíniú le hollscoil chomh maith le ceann amháin eile nó níos mó de na hinstitiúidí oideachais múinteoirí ainmnithe". Luaigh sé gurbh í an eisceacht don phatrún loighciúil sin ná an nasc atá beartaithe idir dhá cheann de phríomhollscoileanna taighde an stáit, TCD agus UCD, in éineacht le dhá institiúid eile, MIE agus NCAD, i gcnuasach amháin. Thug sé le fios nach raibh ailíniú dhá phríomhollscoileanna taighde ag teacht leis na hailínithe straitéiseacha eile a bhí curtha chun cinn in *Sahlberg 1*. Mhaígh an páipéar go luífeadh sé le réasún dhá chnuasach ar leith a chur chun cinn, ceann amháin déanta suas de TCD agus MIE agus an ceann eile déanta suas de UCD agus NCAD.

Tugadh le fios gur oibrigh an ceithre ollscoil ó 2012 chun a chinntiú go dtarlódh oideachas múinteoirí i gcomhthéacs ollscoile, agus i dtimpeallacht ina raibh go leor taighde ar bun ann. Cé gurbh fhéidir nár baineadh amach an sprioc sin sa bhealach a bhí beartaithe in 2012, maíonn an páipéar go bhfuil oideachas múinteoirí ina bhunchuid den chnuasach sin agus go bhfuil sé ag feidhmiú ann i gcomhthéacs taighde agus teorice atá ar thús cadhnaíochta. Agus aidhmeanna na tuarascála á gcur i bhfeidhm, d'fhorbair Cnuasach 2 ar dhá chonair éagsúla ach chomhthreomhara. Bhí páirt ag na ceithre institiúid i gcuid de na tionscnaimh ach rinneadh an chuid is mó den ghníomhaíocht ar dhá chonair chomhthreomhara. Áitíonn an páipéar go bhfuil an dá chonair sin cosúil leis na cúig chnuasach eile atá molta agus gur cheart breathnú ar TCD agus MIE mar chnuasach amháin agus ar UCD agus NCAD mar chnuasach eile. Bhí an chuid eile de na doiciméid a cuireadh ar fáil don fhoireann athbhreithnithe agus a úsáideadh sna cainteanna ina dhiaidh sin bunaithe ar shamhail an dá chnuasach neamhspleácha sin, is é sin (a) TCD agus MIE agus (b) UCD agus NCAD.

### TCD agus MIE

Thug an fhoireann athbhreithnithe cuairt ar MIE ar an 2 Bealtaine sa tráthnóna chun turas a dhéanamh timpeall an choláiste agus an champais. Tá an coláiste lonnaithe ar shuíomh fairsing; úsáidtear cuid de mar pháirceanna imeartha agus tá cuid eile neamhforbartha. Tá an suíomh agus na foirgnimh faighte ar léas ag TCD agus Proibhinse Eorpach na mBráithre Críostaí faoi shocrú comhiontaobhais atá faoi chomhaontú dlíthiúil ar feadh 99 mbliana ó 2006. Rinneadh an comhaontú a chur ar bhonn foirmiúil in 2011 agus rinneadh comhstraitéis acadúil a fhorbairt idir TCD agus MIE in 2014. Eisíodh Ionstraim Rialaithe nuashonraithe le haghaidh MIE in 2016. Tá iar-Leas-Phropast/Príomhoifigeach Acadúil TCD ina chathaoirleach ar Bhord Rialaithe MIE.

Cuimsíonn campas MIE bunfhoirgneamh Institiúid Oideachais Marino a ndearnadh athchóiriú air le blianta beaga anuas, agus foirgneamh nua saintógtha a bhfuil airéine spóirt faoi dhíonn ann, léachtlan mhór, chomh maith le seomraí ranga, seomra ealaíne mór, agus áiseanna eile do mhic léinn - agus tá neart spáis le haghaidh tuilleadh áiseanna a chur leis sin. Tá cóiríocht shaintógtha do mhic léinn ar an suíomh freisin, a chuireann cóiríocht ar fáil do mhic léinn ó MIE agus TCD araon. Cuirtear cóiríocht ar fáil do mhic léinn ón iasacht atá ag freastail ar bhunchúrsaí a ullmháíonn iad le haghaidh staidéar bunchéime in TCD agus freastalaíonn siad ar chúrsaí saincheaptha ar champas MIE. Cuirtear ar fáil go leor clár samhraidh éagsúil ar an gcampas freisin. Ní chuirtear cóiríocht ar fáil do mhic léinn MIE ar champas TCD, áfach, agus ní chuirtear cóiríocht ar fáil do mhic léinn TCD ar champas MIE ach an oiread. Agus cé go bhféadfadh mic léinn ón dá champas rochtain a fháil ar áiseanna an champais eile i bprionsabal, ní tharlaíonn sé sin go praiticiúil os rud é nach bhfuil suíomh geografach an dá champas oiriúnach don chineál rochtana sin.

Tá níos mó ná 1,000 mac léinn cláraithe anois in MIE. Méadóidh an líon sin sna blianta atá amach romhainn mar fuair MIE clár deontais €5 mhíliún ón Roinn Oideachais agus Scileanna le déanaí ós rud é gurbh í an t-aon soláthraí náisiúnta de chlár Bhaitear san Oideachas trí mheán na Gaeilge í, clár a ghlacfaidh le 70 mic léinn in aghaidh na bliana. Glacann cuid d'fhoireann MIE páirt i gcomhoibriú sa taighde agus i dtionscadail churaclaim i gcomhar le foireann TCD.

Soláthraíonn TCD clár comhthrathach ITE ceithre bliana do mhúinteoirí Ceoil dara leibhéal agus clár comhthrathach ITE dhá bhliain do mhúinteoirí iar-bhunscoile. Luaigh na mic léinn agus an fhoireann go raibh deacrachtaí ann ónar tugadh isteach an cúrsa MGO, cosúil le hinstitiúidí eile. Bhí deacrachtaí ann ó thaobh socrúcháin scoile chuí a fháil do mhic léinn MGO mar go bhfuil éileamh ard ar a leithéid de shocrúcháin i mBaile Átha Cliath, go háirithe don bhlocshocrúchán deich seachtaine a éilíonn rialacháin na Comhairle Múinteoireachta.

Le linn cuairt ar TCD ar an Déardaoin 3 Bealtaine, chonaic an fhoireann Mol Seomra Fada Choláiste na Tríonóide, Seomra Fada na Seanleabharlainne, agus bhuaill siad le mic léinn agus baill den fhoireann i Seomra Henry Jones sa tSeanleabharlann. Díríodh aird na foirne athbhreithnithe ar ghníomhaíochtaí taighde na foirne agus ar an mbéim a leagtar ar staidéir dhochtúireachta i Scoil an Oideachais, áit a bhfuil 75 mac léinn dochtúireachta cláraithe. Chuir baill den fhoireann agus mic léinn i láthair an clár comhthrathach san Oideachas Ceoil agus an clár comhthrathach MGO do mhúinteoirí iar-bhunscoile, agus leagadh béim ar na gnéithe taighde den chláir sin agus ar na naisc comhoibrithe atá ann le MIE.

## UCD agus NCAD

Le linn na cuairte chuig UCD, bhuaill an fhoireann athbhreithnithe le baill foirne agus mic léinn ó na cláir chomhthrathacha agus chomhleanúnacha ITE. Mar a cuireadh in iúl sa tuarascáil cúlra, tá straitéis uailmhianach don oideachas múinteoirí forbartha ag Scoil Oideachais UCD don chúig bliana atá amach romhainn. Déanann an straitéis sin iarracht leas a bhaint as láidreachtaí taighde na Scoile chomh maith le láidreachtaí UCD i ndisciplíní áirithe agus na háiseanna campais den chéad scoth atá aici. Déanfaí na rudaí sin a chomhtháthú i bplanann leathnaithe ITE. Cuimsíonn an plan (a) an réimse reatha clár comhthrathach (cúig bliana) ITE a leathnú amach; (b) a dtairiscintí MGO a leathnú amach chun MGO a chruthú a fhreastalaíonn ar mhúinteoirí bunscoile agus iar-bhunscoile araon; (c) an t-Oideachas a sholáthar mar Phríomhábhar ag an Leibhéal bunchéime agus (d) for-rochtain a leathnú amach trí chlár Forbartha Gairmiúla Leanúnaí (CPD) a chur ar fáil. Chuaigh UCD i mbun cainteanna le NCAD maidir le conas a d'fhéadfadh NCAD comhoibriú sna forbairtí seo. Níl sé i gceist sna pleannanna, áfach, go mbeadh mic léinn UCD agus NCAD ag roinnt cóiríochta, cé go mbeidh comhoibriú ann i gcónaí idir foirne an dá institiúid i dtionscadail taighde.

Le linn a gcuais ar NCAD, bhuaill an fhoireann le mic léinn agus leis an bhfoireann chun a gcuid tionscadal ealaíne agus deartha a phlé. Thug an fhoireann cuairt freisin ar na stiúideonna agus phléigh siad a dtionscadail ealaíne agus deartha leis na mic léinn. I rith na gcainteanna sin, tháinig sé chun solais go raibh sé beartaithe ag go leor de chéimithe ITE NCAD glacadh le poist mhúinteoireachta thar lear. Cuireadh in iúl don fhoireann go ndeachaigh cuideachta ón tSualainn sa tóir ar sheachtar mac léinn a rinne speisialtóireacht i dTeicstílí agus gur ghlac na mic léinn sin le poist sa tír sin agus bheidís ag tosú i Meán Fómhair.

## IONAD 3

### Ollscoil Mhá Nuad (a chuimsíonn Roinn Froebel don Bhun- agus Luath-Oideachas)

Mar a cuireadh in iúl sa tuarascáil cúlra, in 2011 shocraigh Coláiste Oideachais Froebel athlonnú ón gCarraig Dhubh, Contae Bhaile Átha Cliath, chuig Campas Ollscoil Mhá Nuad, 25 km ar shiúil. D'éascaigh na Siúracha Doimniceacha, arbh leo campas Choláiste Froebel ar an gCarraig Dhubh, an t-athlonnú sin agus chuir siad thart ar aon trian den mhaoiniú ar fáil le haghaidh foirgneamh Oideachais nua saincheaptha ar champas Mhá Nuad. Ó 2011, cláraíodh mic léinn Froebel mar mhic léinn de chuid Ollscoil Mhá Nuad agus, cé go raibh na blianta tosaigh deacair do gach duine de bharr nach raibh an foirgneamh nua réidh le húsáid go dtí an bhliain acadúil 2016/2017, tá ardmholadh ag dul do cheannairí agus d'fhoireann Ollscoil Mhá Nuad agus Froebel as an éacht a rinne siad ó thaobh an phróisis ionchorpraithe a chur i gcrích.

Le linn na chéad seisiún de chuairt na foirne ar 2 Bealtaine, chuir Uachtarán Ollscoil Mhá Nuad béim ar an ról lárnach a bhí ag an Oideachas i gcultúr Ollscoil Mhá Nuad le fada an lá. Thagraigh sé don Oideachas mar “chroílár” na hollscoile – agus thug sé léargas ar a thiomantas agus ar thiomantas bhainistíocht na hollscoile dona chinntiú go mbeidh an foirgneamh Oideachais lonnaithe in áit shuntasach ar champas Mhá Nuad agus go ndéanfar foireann agus mic léinn Froebel a imeascadh go hiomlán – rud a léiríonn tiomantas láidir ardbhainistíocht na hollscoile don Oideachas.

Cuireann an foirgneamh nua áit ar fáil d'fhoireann agus do mhic léinn na hiar-ranna ar fad chomh maith le spás a chur ar fáil d'iar-fhoireann Choláiste Froebel. Cuimsíonn na cláir a chuireann Ollscoil Mhá Nuad ar fáil gach réimse den oideachas ón oideachas luath-óige, go dtí an oideachas bunscoile agus iar-bhunscoile (comhleanúnach agus comhthráthach); cuireann sé ar fáil breisoideachas, oideachas aosach agus oideachas leanúnach chomh maith le teagasc ollscoile tríd an ionad um mhúinteoireacht agus foghlaim san Ardoideachas. Tá an foirgneamh Oideachais go hiontach, le spásanna múinteoireachta a léiríonn éiteas Froebel agus ar léiriú iad ar dheachleachtas i ndearadh seomraí ranga luath-óige agus bunscoile. Tacaíonn an ailtireacht leis an gcur chuige oideolaíochta atá oiriúnach do chlár oideachais do mhúinteoirí. D'éascaigh an foirgneamh dlúthchaidreamh a bhunú idir foirne na scoileanna éagsúla.

Is fostaithe de chuid Ollscoil Mhá Nuad an fhoireann ar fad (lena n-áirítear iar-fhoireann Choláiste Froebel) agus ba léir go raibh an meas céanna acu ar a chéile. Cé go n-aithnítear go bhfuil póitéinseal ann le haghaidh tuilleadh comhoibrithe agus comhtháighde agus teagaisc, agus cé go ndéanfar é sin a spreagadh i gcónaí, chuala an fhoireann fianaise láidir go raibh an fhoireann ag gach leibhéal agus i ngach earnáil ag comhoibriú ar thionscadail éagsúla cheana féin. Bhí rannpháirtíocht na foirne i Roinn an Oideachais Aosaigh agus Pobail iontach ach go háirithe – chonacthas leibhéal rannpháirtíochta ann nach raibh le feiceáil sna hionaid eile. I gcomhthéacs an chaidrimh sin, ceadaítear do mhic léinn aistriú ó chlár bhreisoideachais chuig clár ardoideachais, bealach nach bhfuil fáil air go hiondúil in Éirinn. Tá Ollscoil Mhá Nuad tiomanta freisin do leathnú amach a clár for-rochtana chun a chinntiú go bhfaigheann daoine óga ó phobail atá faoi ghannionadaíocht go traidisiúnta, m.sh. an lucht Siúil, rochtain ar chlár oideachais do mhúinteoirí.

Mhéadaigh an t-éileamh ó mhic léinn ar chlár do mhúinteoirí bunscoile ó bhog Coláiste Froebel go dtí Má Nuad agus is ann a éilítear na pointí is airde sa tír anois chun áit a fháil ar an gcúrsa. Spreagtar na mic léinn chun páirt a ghlacadh sa mhalairt Erasmus, agus an bhliain seo caite ghlac níos mó ná an ceathrú cuid den bhliainghrúpa ábhartha páirt sa chlár. Cabhraíonn an ollscoil leo aon easpa ina gclár a d'fhéadfadh a bheith ann de bharr a dtaistil thar lear a chúiteamh.

## IONAD 4

### Ollscoil Luimnigh, Coláiste Mhuire Gan Smál (a chuimsíonn campas Naomh Pádraig), Institiúid Teicneolaíochta Luimnigh

Dhearbhaigh an chuairt a tugadh ar Luimneach na cúinsí a bhí leagtha amach sa pháipéar cúlra. Sa chnuasach seo, tá trí sholáthraí ITE ar leith ann – MIC (a chuimsíonn campas MIC, Campas Naomh Pádraig, Durlas) agus Ollscoil Luimnigh agus Institiúid Teicneolaíochta Luimnigh. Ó rinneadh MIC Durlas a ionchorprú in 2015, soláthraíonn MIC cláir ITE i ngach réimse den oideachas ón oideachas luath-óige, go dtí an t-oideachas bunscóile agus iar-bhunscoile chomh maith leis an oideachas aosach agus an breisoideachas. Soláthraíonn UL/LIT cláir ITE chomhleanúnacha agus chomhthráthacha do mhúinteoirí iar-bhunscoile. Tá os cionn 5,500 mac léinn oideachais cláraithe le MIC (3,800) agus Ollscoil Luimnigh (1,700) agus tá 35 mac léinn breise i LIT. Cuireann an dá ionad réimse leathan cúrsaí Forbartha Gairmiúla Leanúnaí (CPD) ar fáil agus bíonn taighde gníomhach á dhéanamh acu, go háirithe ag leibhéal na Máistreachta agus na Dochtúireachta (m.sh. (i) is é MIC an príomhpháirtí in REX (le UL agus OÉ Gaillimh), ar gréasán sóisialta ceannródaíoch ar líne do mhúinteoirí agus taighdeoirí é, (ii) tá os cionn 120 alt irisleabhair foilsithe ag taighdeoirí oideachais UL in irisí ISI-innéacsaithe le 4 bliana anuas, agus tá go leor acu sin dírithe ar oideachas múinteoirí, (iii) ghlac an dá ionad páirt shuntasach in obair eagarthóireachta a chuimsígh irisleabhair náisiúnta/idirnáisiúnta a bhfuil piarmheasúnú déanta orthu agus leabhair a bhfuil eagarthóireacht déanta air). Ó 2016 ar aghaidh, cuireann UL agus MIC comhchlár sna hEalaíona ar fáil agus tá ábhair éagsúla á múineadh ar champais éagsúla. Tá infheistíocht déanta ag MIC, LIT agus UL in áiseanna a mbíonn tionchar acu ar cháilíocht thaithe na mac léinn agus ar dheiseanna le haghaidh staidéar iarchéime san oideachas (m.sh. (i) athchóiriú mór ar Fhoirgneamh John Henry Newman ag MIC chun tacú le staidéir taighde agus iarchéime; (ii) áiseanna nua-aimseartha UL le haghaidh obair phraiticiúil i dteangacha, corpoideachas agus ábhair STEM, chomh maith le síneadh mór a rinneadh ar a leabharlann chun áiseanna den chéad scoth agus 1,200 spás breise a chur ar fáil; (iii) Spás nua gailearaí i seanséipéal de chuid LIT ag LSAD a chuireann spás suntasach teagaisc agus taispeántais ar fáil don institiúid agus don chathair).

Is coincheap nár fíoraíodh go hiomlán fós é an Institiúid Náisiúnta um Staidéir san Oideachas (NISE), a bunaíodh in 2014, ós rud é nach raibh aon Stiúrthóir ceaptha dó roimhe seo. Cuireadh in iúl don fhoireann athbhreithnithe gur ceapadh an tOllamh Oideachais Múinteoirí atá in Ollscoil Luimnigh faoi láthair mar Stiúrthóir ar NISE, agus go bhfuiltear ag súil leis go gcuirfeadh sé seo le deiseanna comhoibrithe níos doimhne agus níos leithne idir Coláiste Mhuire gan Smál agus UL. Beidh NISE ina shlí chomhoibrithe idir MIC, UL/LIT, ach ní bheidh sé ina bhonn le comhtháthú ná cónascadh den dá heintiteas ar leith. Mar shampla, feabhsóidh NISE na socruithe reatha maidir le taighde comhoibríoch chomh maith leis na socruithe atá ann maidir le soláthar Máistreachtaí agus Dochtúireachtaí, agus táthar ag súil leis go ndéanfaidh sé na naisc idir an dá institiúid a neartú. Cé go mbeidh tionchar mór ag NISE ar chur i bhfeidhm na fise maidir le hoideachas i réigiún Luimnigh, tá sé róluath a rá cén tionchar a bheidh aige ar ITE. Maidir le ITE, rachaidh comhpháirtithe NISE i mbun roinnt tionscnamh comhoibríoch lena n-áirítear: (i) sparánachtaí maoinithe le haghaidh taighde ar ITE, (ii) staidéar mórscála ar leibhéal an chláir a chuimsíonn cláir ITE de chuid chomhpháirtithe NISE, (iii) forbairt chomhoibríoch d'acmhainní oideolaíochta ITE, (iv) páirt a ghlacadh i staidéar mórscála 3 bliana trasnáisiúnta maidir leis an oideachas tosaigh múinteoirí.

Bhí na cruinnithe le ceannaireacht agus foireann MIC, UL agus LIT dearfach agus tairbheach. Bhí tuiscint mhaith idir na páirtithe ar fad agus ba léir go bhfuil siad sásta oibriú as lámha a chéile. Athraíodh ceannaireacht UL le roinnt míonna agus ceapadh Uachtarán nua in MIC. Tabharfaidh sé sin deis nua don dá institiúid neart a bhailiú agus tuilleadh comhoibrithe a chothú. Ba léir go raibh an meas céanna ag foirne na dtrí institiúid ar a chéile, cé gur cuireadh imní in iúl don fhoireann athbhreithnithe nach raibh na deiseanna céanna maidir le harduithe céime (m.sh. go leibhéal an ollaimh) faomhaithe i leith fhoireann MIC go fóill, ar an mbealach céanna is a rinneadh cheana féin in ionaid eile, de réir cosúlachta.

Le linn na cuairte, chuaigh campas MIC go mór i gcion ar an bhfoireann, go háirithe an spórtlann nuathógtha, mol na mac léinn, Amharclann an Lime Tree agus an foirgneamh iarchéime nuachóirithe - an t-ionad John Henry Newman. Bhuail an fhoireann le baill foirne agus mic léinn ó chlár éagsúla a d'eagraigh taispeántas dá gcuid taighde agus dá n-oibre agus a chuaigh i dteagmháil go haigeanta leis an bhfoireann. Bunaíodh an iris STER (Taighde Oideachais Múinteoirí faoi Oilíúint) ar líne chun deis a thabhairt do mhúinteoirí faoi oilíúint a gcuid torthaí taighde a scaipeadh agus iad a roinnt lena gcompháirtithe, le múinteoirí agus le teagascóirí múinteoirí. Maidir le hidirnáisiúnú, cuireadh in iúl don fhoireann cé go gcaitheann roinnt mac léinn tréimhsí gearra ar shocrúcháin thar lear, go háirithe i dtíortha atá i mbéal forbartha, nach bhfuil sé sin leabaithe go dlúth sa chlár Baitsiléara Oideachais. Ina theannta sin, tá sé thionscadal ERASMUS+ ar bun faoi láthair i measc comhpháirtithe NISE, 4 cinn acu in UL agus 2 cheann i MIC.

Thug an fhoireann faoi deara go bhfuil céimeanna dochtúireachta ag 70% den 76 ball foirne acadúil Dhámh Oideachais MIC agus go bhfuil 15% sa bhreis ag déanamh staidéar dochtúireachta faoi láthair. Tá taighde gníomhach á dhéanamh ag an bhfoireann agus tá MIC mar cheann de na trí chomhpháirtí (le UL agus OÉ Gaillimh) sa tionscadal Research Expertise Exchange (REX) – gréasán sóisialta ar líne do mhúinteoirí agus do thaighdeoirí oideachais. Tá REX á mhaoiniú ag an bhFóram Náisiúnta um Fheabhsú Múinteoireachta agus Foghlama. Tá Aonad Forbartha Curaclaim seanbhunaithe ag MIC (a bunaíodh in 1986) a dhéanann taighde ar churaclaim agus oideolaíocht agus cuireann an taighde sin bonn eolais faoi fhorbairt téacsleabhar agus ábhair acmhainní, arna feabhsú ag teicneolaíochtaí nua. Glacann MIC páirt i réimse leathan gníomhaíochtaí for-rochtana STEM. Forbraíodh córas idirghníomhach ar líne do shocrúcháin scoile le haghaidh mic léinn MIC agus UL (TÚS – Comhéadan Múinteoirí, Ollscoileanna, Mic Léinn) i gcomhar le UL agus chabhraigh sé sin chun mic léinn a mheaitseáil le scoileanna cuí agus múinteoirí comhoibreacha agus monatóireacht a dhéanamh ar a ndul chun cinn i rith sochrúcháin scoile.

Thug an fhoireann cuairt freisin ar Scoil Ealaíne agus Deartha Luimnigh (LSAD), ar Champas LIT Shráid an Chláir. Dhírigh an chuairt ar spás taispeántais Church Gallery LSAD, áit a raibh taispeántas bliantúil Ealaíne agus Deartha na mac léinn ón Mháistreacht Ghairmiúil san Oideachas (MGO) Ealaíne agus Deartha le feiceáil. Cuireann an taispeántas, atá ina chuid dhílis den chlár MGO, léargas ginearálta ó scoileanna dara leibhéal ar fáil ar nuáil sa churaclaim ealaíne agus deartha reatha, cuireann sé fóram ar fáil do mhúinteoirí faoi oilíúint chun taighde a rinneadh i scoileanna a scaipeadh, chomh maith le hardáin le haghaidh comhpháirtíochtaí gairmiúla le scoileanna tríd an tionscnamh 'Schools in Focus'. Le linn na cuairte, bhí deis ag an bpainéal caidreamh a bhunú leis na mic léinn, éisteacht lena gcur i láthair taighde agus dul i dteagmháil leo maidir leis na tionscadail uailmhianacha atá forbartha acu sa seomra ranga. Ar an gclár MGO seo déantar an obair phraiticiúil ar shainábhair, na staidéir oideolaíochta, an taighde agus na gnéithe sochrúcháin scoile in LIT i gcónaí agus freastalaíonn na mic léinn ar mhóidúil bhunstaidéir ar champas UL, in éineacht le mic léinn UL. Deimhníonn UL a gclár MGO agus ó 2016 déanann UL agus LIT an chéim a chomhbhronnadh.

Le linn a gcuarite ar champas UL, bhuail an fhoireann le baill foirne agus líon beag mac léinn. Déanann mic léinn bunchéime ITE staidéar ar a n-ábhair acadúla sna ranna a bhaineann lena sainábhar (m.sh. Bitheolaíocht nó Matamaitic nó Ceimic) agus déanann siad a staidéir oideachais sa Scoil Oideachais. Tá clár MGO iar-bhunscoile ag UL sa ghnó, sa cheol, sa teicneolaíocht, sa mhatamaitic, i dteangacha agus corpoideachas. Thug an fhoireann cuairt ar EPI-STEM, an tIonad Náisiúnta um Oideachas STEM, a bunaíodh deich mbliana ó shin le maoiniú ón ÚAO. Fuair an tIonad maoiniú ón Roinn Oideachais agus Scileanna le blianta beaga anuas chun clár uas-scilithe a chur ar fáil (Dioplóma Gairmiúil sa Mhatamaitic don Mhúinteoireacht, PDMT) do mhúinteoirí matamaitice 'seachréimse', agus cuireadh in iúl don fhoireann athbhreithnithe go mbeidh thart ar 1,000 múinteoir tar éis céim atá faofa ag an gComhairle Mhúinteoireachta a bhaint amach nuair a chríochnaíonn an séú cohórt an clár in 2019. Ó 2017, tá UL ag cur, in éineacht le OÉ Gaillimh agus UCD, Dioplóma Iarchéime Comhbhronnaithe i gCeannaireacht Scoile (PDSL) ar fáil. Ghlac 250 mac léinn páirt in 2017 agus 300 mac léinn in 2018 – is dioplóma é a chuimsíonn daoine ar mhaith leo a bheith ceannairí ó bhunscoileanna agus iar-bhunscoileanna ar fud na tíre. Tá an clár sin maoinithe go páirteach (60%) ag an Roinn Oideachais agus Scileanna.

## IONAD 5

### Coláiste na hOllscoile, Corcaigh agus Institiúid Teicneolaíochta Chorcaí

Cuireann UCC clár ITE ar fáil do mhúinteoirí luath-óige chomh maith le clár chomhthráthacha a chur ar fáil do mhúinteoirí Eolaíochta, corpoideachais agus Spóirt agus clár leanúnach a chur ar fáil do mhúinteoirí iar-bhunscoile chun iad a ullmhú le haghaidh MGO a dhéanamh. Cuireann CIT, i gcomhar le UCC, clár ar fáil do mhúinteoirí Ealaíne agus Deartha a ullmhaíonn iad don chéim MGO a combhronann CIT agus UCC. Tá córas socrúcháin scoile struchtúrtha ag UCC agus tá meabhrán tuisceana aici le 79 scoil sa limistéar/réigiún. Níl aon fhadhb mhór ag UCC maidir le socrúchán scoile agus tá seanchaidreamh láidir aici le hiar-bhunscoileanna laistigh dá ceantair scoileanna.

Le linn na cuairte ar Choláiste na hOllscoile, Corcaigh, bhuaib an fhoireann leis an gCláríteoir/Leas-Uachtarán, Ceann Choláiste ACSSS, baill foirne ón Scoil Oideachais agus baill foirne ó Choláiste Ealaíne agus Deartha Crawford CIT. D'fhreastail roinnt mac léinn ón MGO agus ón MGO (Ealaíon agus Dearadh) ar chuid den chruinniú agus labhair siad faoina bpáipéir taighde ghairmiúla. Bhí postaeir a bhain le cuid de na páipéir sin ar taispeáint ag an gcruinniú. Cuireadh samplaí de na páipéir taighde ghairmiúla ón MGO agus ón MGO (Ealaíon agus Dearadh) ar fáil don fhoireann freisin. Thug an fhoireann cuairt ar leabharlann iontach na hOllscoile agus ar a Crios Cruthaitheach. Tugadh cuairt ar Chrios Cruthaitheach UCC mar nach raibh rochtain ar Shaotharlann Taighde Mhúinteoireachta na Scoile, áis atá deartha ar bhealach cosúil leis, de bharr oibríthe athchóirithe a bhí á ndéanamh ar an bhfoirgneamh.

Chuaigh an chuairt a thug an fhoireann ar Ionad Eureka (le haghaidh Oideachais Eolaíochta) UCC go mór i gcion ar an bhfoireann – áit a dtéann mic léinn MGO agus Baitisléara Eolaíochta (Oideachas Eolaíochta) i mbun na gcodanna saotharlannbhunaithe dá gclár. Cuimsíonn an t-ionad saintógtha seo dhá shaotharlann a dhéanann aithris go díreach ar shaotharlanna eolaíochta scoile. Úsáidtear Ionad Eureka ag an deireadh seachtaine agus i rith na laethanta saoire le haghaidh Forbairt Ghairmiúil Leanúnach do mhúinteoirí bunscoile agus iar-bhunscoile a chuirtear ar fáil ar bhonn pro bono mar rannchuidiú don ghairm. Chomh maith leis sin, cuireann sé ranganna saotharlainne praiticiúla ar fáil do dhaltaí bunscoile agus iar-bhunscoile go háirithe dóibh siúd a thagann ó chúirí faoi mhíbhuntáiste ó thaobh an oideachais de. Cuireadh clár ar fáil do mhúinteoirí seachréimse chun go gcomhlíonfaí riachtanais na Comhairle Múinteoireachta maidir le Fisic agus Ceimic agus bheadh UCC sásta comhoibriú leis an Roinn Oideachais agus Scileanna chun tuilleadh uas-sciliú a chur ar fáil do mhúinteoirí STEM agus múinteoirí eile más gá. Ba mhaith leis an bhfoireann UCC a mholadh as láidreacht a soláthar sa réimse sin, agus as an dlúthchaidreamh atá bunaithe aici le múinteoirí STEM go náisiúnta agus le scoileanna agus daltaí sa cheantar.



## IONAD 6

### OÉ Gaillimh (a chuimsíonn Coláiste San Aingeal, Sligeach, agus IT na Gaillimhe-Maigh Eo)

Cuimsíonn an tIonad seo trí champas – OÉ Gaillimh, Coláiste San Aingeal, agus IT na Gaillimhe-Maigh Eo (Campas Leitir Fraic agus na Gaillimhe). Beidh ionad nua ITE OÉ Gaillimh lonnaithe i gcónaí ar thrí champas ar leith ach déanfar campas Choláiste San Aingeal a ionchorprú ina iomláine (lena n-áirítear foireann agus mic léinn) isteach in OÉ Gaillimh. Ó 2012, tá comhoibriú dlúth forbartha idir foirne agus mic léinn na dtrí champas. Caitheann mic léinn GMIT (Staidéir Thógála agus mic léinn DCG) an chéad dhá bhliain dá gclár i Leitir Fraic, áit a bhfuil an tIonad Náisiúnta don Bharr Feabhais i nDearadh Troscaín agus Teicneolaíocht bunaithe agus áit a bhfuil teicneolaíocht adhmaadóireachta dhaor agus shofaisticiúil ar fáil. Caitheann na mic léinn an dhá bhliain deiridh i nGaillimh, agus tógann siad a gcuid módúl Oideachais ar champas OÉ Gaillimh. Beidh foireann agus mic léinn Choláiste San Aingeal lonnaithe i gcónaí ar champas San Aingeal, ach ós rud é go bhfuil áiseanna speisialaithe Eacnamaíochta Baile lonnaithe ar an gcampas sin, tá sé i gceist na mic léinn a chlárú mar mhic léinn de chuid OÉ Gaillimh agus tá sé i gceist freisin go mbeidh na mic léinn ag obair go dlúth lena gcomhpháirtithe ar champas OÉ Gaillimh, trí úsáid a bhaint as físchomhdhála agus teicneolaíochtaí cumarsáide eile.

Tá go leor bainte amach ag an Ionad seo ó 2012. Tá an dá pháirtí, OÉ Gaillimh agus iontaobhaithe agus bainistíocht Choláiste San Aingeal tiomanta d'ionchorprú iomlán an choláiste san ollscoil chomh luath agus a réiteofar na ceisteanna dlíthiúla ar fad. D'aontaigh iontaobhaithe agus bainistíocht Choláiste San Aingeal gur chóir úinéireacht dhlíthiúil an champais a aistriú go OÉ Gaillimh. Is suíomh agus campas luachmhar é seo, atá lonnaithe i suíomh fíorálainn ar bhruacha Loch Gile, agus nuair a chuirfear an t-aistriú dlíthiúil in éifeacht is amhlaidh gur síneadh luachmhar don Ollscoil i Réigiún an Iarthuaiscirt a bheidh ann. Aithníodh deacracht shuntasach dhlíthiúil i rith an díchill chuí maidir le cearta rochtain ar champas San Aingeal agus a chuid áiseanna, de bharr talamh a dhíol Coláiste San Aingeal in 2005. Cuireadh in iúl don fhoireann go mbeadh gá ann an fhadhb sin a réiteach go sásúil sula mbeifí in ann ionchorprú fhoireann agus mhic léinn San Aingeal a chur i gcrích.

Fuarthas réiteach, den chuid is mó, ar fhadhbanna acmhainní daonna agus institiúideacha a d'eascair as socrúithe conarthacha éagsúla i leith na foirne i gColáiste San Aingeal agus OÉ Gaillimh, agus tá sé comhaontaithe ag an dá institiúid go mbeidh ionchorprú rathúil ag brath ar chothromaíocht idir foirne San Aingeal agus OÉ Gaillimh. Tá díomá ar an bhfoireann shinsearach sa dá institiúid faoin mhoill atá ar chur i gcrích an phróisis ionchorpraithe – díomá a mhóthaíonn an fhoireann athbhreithnithe freisin, ar mhaith leo réiteach sásúil ar an ndeacracht dhlíthiúil a fheiceáil. Tugann sé an-sásamh dúinn a chlosteáil go bhfuil dearcadh dearfach ag foireann na dtrí hinstiúid i leith an chomhoibríthe nua.

Le linn na gcuartheanna ar shuíomh San Aingeal agus OÉ Gaillimh, chonaic an fhoireann athbhreithnithe samplaí de na háiseanna iontacha atá acu agus roinnt samplaí de shár-dheachleachtas freisin. Ar champas San Aingeal, bhí daltaí ó bhunscoileanna agus ó iar-bhunscoileanna áitiúla á múineadh ag mic léinn ITE ag úsáid áiseanna saotharlainne an choláiste. Bhí mic léinn eile ag baint úsáide as na háiseanna Eacnamaíochta Baile chun ranganna taispeántais a thabhairt dá gcomhghleacaithe agus a scileanna cócaireachta agus eacnamaíochta baile a chleachtadh. Fuair múinteoirí faoi oiliúint nach raibh sé de dheis acu gnéithe áirithe den chlár Eacnamaíochta Baile a mhúineadh i rith a socrúcháin tacaíocht bhreise ón bhfoireann. Bhí samplaí d'obair na mac léinn ar taispeáint agus phléigh mic léinn a dtionscadail taighde leis an bhfoireann athbhreithnithe. Cuireadh turas timpeall na leabharlainne nua-aimseartha ar fáil freisin.

Chuala an fhoireann go gcaithfear an clár ITE dhá ábhar comhthráthach (a raibh ina chlár ceithre bliana 240 ECTS roimhe seo) a shíneadh go dtí cúig bliana (300 creidiúint ECTS) chun go mbeidh sé ag comhlíonadh riachtanais nua na Comhairle Múinteoireachta. Glactar an dara hábhar anois ag leibhéal na bunchéime (Leibhéal 8). Ní bheidh an Eacnamaíocht ar fáil mar ábhar ón mbliain seo chugainn ar aghaidh. Tá comhoibriú dlúth ann idir an fhoireann Oideachais agus baill foirne eile de chuid OÉ Gaillimh – caitheann Ollamh Oideachais OÉ Gaillimh am gach seachtain ar champas San Aingeal agus ghlac baill foirne ón dá champas páirt i bpleanáil clár agus i dtograí comhtháite eile. Ar a bharr sin, rinneadh an clár ITE a athchóiriú chun tuilleadh ama le haghaidh féinstitiúid agus machnamh a chur ar fáil, agus rinneadh am teagmhála foireann/mic léinn a laghdú 35%. Tá an fhoireann tiomanta do chultúr taighde a fhorbairt agus tá siad ag leathnú amach a gcuid teagmhálacha idirnáisiúnta; cuireadh fisichomhdháil ghearr ar fáil le céimí atá ag múineadh in iargúil na hAstráile. Tá réiteach faighte ar fhadhbanna rochtana Idirín sa chuid seo de thuath na hÉireann trí chábala snáthoptaice a leagan síos chun an nascacht le OÉ Gaillimh a fheabhsú, agus moltar úsáid níos ginearálta a dhéanamh de theicneolaíocht i gcleachtadh múinteoireachta. Cuireann Coláiste San Aingeal módúil uas-scilithe ar fáil san eacnamaíocht baile do mhúinteoirí oilte agus is forbairt nua í an Dochtúireacht san Eacnamaíocht Baile.

Chuaigh an chuairt ar shuíomh OÉ Gaillimh go mór i gcion orainn freisin. Bhuail an fhoireann le baill foirne agus mic léinn de chuid na gclár comhthráthach (Matamaitic agus Oideachas) agus comhleanúnach (MGO) ITE, chomh maith le foireann agus mic léinn de chuid an chlár MGO a mhúinteoirí trí mheán na Gaeilge. Bhí roinnt samplaí iontacha de thionscadail mic léinn ar taispeántas agus bhí deis ag an bhfoireann iad sin a phlé leis na mic léinn.

Cuireann OÉ Gaillimh Baitsiléir Ealaíne (Staidéar Leanaí) ar fáil chomh maith le clár oiliúna tosaigh múinteoirí do mhúinteoirí breisoideachais agus clár san Fhoghlaim agus sa Mhúinteoireacht Aosach. Comhordaíonn an tlonad um Fhoghlaim Aosach agus Cleachtadh Gairmiúil na clár sin.

Chomh maith leis sin, bhuail an fhoireann le mic léinn agus foireann de chuid IT na Gaillimhe-Maigh Eo agus thug siad faoi deara go bhfuil an nasc idir OÉ Gaillimh agus IT na Gaillimhe-Maigh Eo ag fás, rud a bhfuil an líonra nuabhunaithe Teagascóirí Múinteoirí le Chéile (TET) mar bhonn aige. Is ionann misean sonraithe TET agus:

Comhoibrithe cruthaitheacha agus nuálacha idir clár oideachais múinteoirí (OM) OÉ Gaillimh agus IT na Gaillimhe-Maigh Eo a chur chun cinn agus tá béim ar leith á chur ar shaineolas agus acmhainní comhroinnte, ar chur chun cinn oideolaíochtaí cruthaitheacha agus nuálacha, agus ar thionscadail taighde chomhoibreacha agus comhpháirtíochtaí idirnáisiúnta i réimse an Oideachais Múinteoirí.

Chonaic agus phléigh an fhoireann déantúsáin troscáin, taispeántais ardghrafaicé, tionscadail deartha ríomhchuidithe, ríomh-Phortfóilíonna agus taispeántais postaeir a rinne mic léinn GMIT. Rinneadh réimse acmhainní teagaisc agus foghlama bunaithe ar theicneolaíocht a dhear foireann GMIT a thaispeántas freisin. Bhí torthaí an chomhoibrithe sa taighde a cuireadh i láthair ag comhdhála oideachais náisiúnta agus idirnáisiúnta ar taispeántas freisin.

Thug an fhoireann faoi deara na comhthionscadal taighde a forbraíodh le cúig bliana anuas a d'eascair as láidreachtaí agus saineolas na dtí champas agus thug siad faoi deara ach go háirithe go bhfuil ceithre chnuasach taighde ann faoi láthair, cnuasaigh a chuimsíonn baill foirne den trí hinstitiúid: Éagsúlacht agus Cuimsiú san Oideachas; cnuasach STEM; Ceannaireacht agus Forbairt Ghairmiúil san Oideachas; Oideachas sa Ghaeilge agus sna Nuatheangacha.



# Conclúidí maidir le Leasuithe Struchtúrtha ó 2012

Tá dul chun cinn suntasach déanta le cúig bliana anuas maidir le cur i bhfeidhm mholtaí *Sahlberg 1*. Is féidir ceannaireacht agus foireann na n-institiúidí ar fad a mholadh as a dtiomantas don chlár gnó feidhmithe agus as na torthaí a baineadh amach go dtí seo. Tharla an t-athchóiriú struchtúrtha ar ITE in Éirinn ag am a bhí ciorruithe á ndéanamh sa gheilleagar náisiúnta agus ag an am céanna a bhí athchóiriú suntasach á dhéanamh ar chlár ITE tar éis an cinneadh a rinneadh chun bliain amháin a chur leis na cláir sin (sé sin 60 creidiúint ECTS a chur leo). I rith an chúlaithe eacnamaíoch, cuireadh moratóir i bhfeidhm ar earcaíocht foirne nua agus ghéaraigh sé sin na dúshláin a bhí roimh na hInstitiúidí Ardoideachais.

D'ainneoin na ndeacrachtaí a bhí ann maidir le cur i bhfeidhm an chlár ghnó athchóirithe, ba mhór an sásamh don fhoireann aiseolas dearfach a fháil ó roinnt de na hionaid maidir lena dtaithe ina leith. Dúirt go leor acu nach mbeidís ábalta athrú chomh mór sin a dhéanamh astu féin gan "spreagadh" ón taobh amuigh, ach anois go bhfuil sé déanta acu mhothaigh siad go raibh sé iontach agus spreagúil. Dúirt siad gur spreag an taithe iad a bheith ag smaoineamh "as an nua" ar bhealach nach ndéanfadh siad go hiondúil.

## Ceisteanna Uileghabhálacha

Ó thaobh an athchóirithe de, rinneadh moltaí thuarascáil *Sahlberg 1* a chur i bhfeidhm ina n-iomláine i gcás thrí Ionad: Ionad (1) Institiúid Oideachais DCU; Ionad (3) Ollscoil Mhá Nuad; agus Ionad (5) Coláiste na hOllscoile, Corcaigh, agus IT Chorcaí. Cuireann Ionad (1) agus (3) réimse iomlán clár ITE ar fáil ón oideachas luath-óige go dtí an oideachas bunscóile (lena n-áirítear oideachas aosach), agus ionchorpraíodh an fhoireann agus na mic léinn sa champas céanna go hiomlán. Cuireann Ionad (5) clár céime ITE ar fáil san oideachas luath-óige, chomh maith le cláir chomhthráthacha agus chomhleanúnacha do mhúinteoirí iar-bhunscóile. Freastalaíonn mic léinn CIT Crawford ar na módúil Oideachais ábhartha ar fad ar champas UCC agus bronntar MGO orthu ón dá institiúid.

I gcás Ionad (6) OÉ Gaillimh/Coláiste San Aingeal – tá cur i bhfeidhm mholtaí *Sahlberg 1* beagnach críochnaithe agus tá ardbhainistíocht an dá hInstitiúid tiomanta d'ionchorprú iomlán Choláiste San Aingeal in OÉ Gaillimh a chur i gcrích chomh luath agus a réiteofar na saincheisteanna dlíthiúla a bhaineann leis.

Is éacht é de chuid iontaobhaithe Choláiste San Aingeal (Sligeach) agus Choláiste Phádraig (Droim Conrach) campais a gcoláistí a aistriú saor in aisce chuig ollscoileanna poiblí agus is rud iontach an síntiú a rinne na Siúracha Doimíniceacha i dtreo Foirgneamh Oideachais Ollscoil Mhá Nuad chun spás a chur ar fáil d'aistriú Choláiste Froebel chuig MU.

In Ionad (4) UL/MIC tharla forbairtí suntasacha ó 2012 ar aghaidh. Ceapadh Uachtaráin nua ar UL agus ar MIC le déanaí. Cuireann an MIC nua (a chuimsíonn Coláiste Naomh Pádraig i nDurlas) ITE ar fáil i réimsí an oideachais luath-óige, an oideachais bhunscóile agus iar-bhunscóile, chomh maith le cláir Forbartha Gairmiúla Leanúnaí, Mháistreachta agus dhochtúireachta. Tá os cionn 5,000 mac léinn (bunchéime agus iarchéime) cláraithe le MIC faoi láthair (lena n-áirítear mic léinn atá ar chlár foghlama cumaisc) – Ealaíona/Daonnachataí chomh maith le cláir Oideachais. Is iontach an campas é le háiseanna spóirt nua-aimseartha; amharclann; foirgneamh taighde d'iarchéimithe agus áiseanna TF agus múinteoireachta den chéad scoth. Tá taighde gníomhach ar bun ag an bhfoireann agus ag na mic léinn agus tá staidéir dhochtúireachta déanta ag formhór na foirne acadúil. Comhoibríonn MIC agus UL ar chlár taighde, cláir forbirthe gairmiúla leanúnaí agus cláir Dhochtúireachta tríd an Institiúid Náisiúnta um Staidéir san Oideachas (NISE). Rinneadh Stiúthóir a cheapadh do NISE le déanaí agus táthar ag súil leis go bhfásfaidh an comhoibriú idir MIC agus UL agus go rachaidh sé ó neart go neart sna blianta atá amach romhainn. Freastalaíonn mic léinn Ealaíne agus Deartha LIT ar léachtanna agus ar ranganna teagaisc anois in éineacht le mic léinn GMO in UL.

Maidir leis an Ionad (2) a bhí beartaithe roimhe seo, a chuimsíonn TCD, UCD, NCAD agus MIE, d'áitigh na ceithre Institiúid Ardoideachais don fhoireann athbhreithnithe go raibh an socrú a leagadh amach i *Sahlberg 1* don ionad seo mar eisceacht don phatrún loighicíúil a bhí beartaithe do na hionaid eile. Chuir siad in iúl nach raibh sé i gceist in aon cheann de na hathruithe straitéiseacha eile a beartaíodh i dTuarascáil *Sahlberg 1* athstruchtúru agus ailíniú a dhéanamh ar dhá phríomhollscoile taighde. Mhaigh siad go luifeadh sé le réasún nuair a foilsíodh an Tuarascáil in 2012 go ndéanfaí dhá chnuasach ar leith a mholadh, ceann amháin déanta suas de TCD agus MIE agus an ceann eile déanta suas de UCD agus NCAD. Tar éis cuairt a thabhairt ar an gceithre suíomh, an doiciméadú ar fad a cuireadh ar fáil a léamh agus an socrú leasaithe a mhol an ceithre institiúid a phlé, glacann an fhoireann athbhreithnithe leis an gciall sna hargóintí a cuireadh in iúl. Tá a fhios ag an bhfoireann athbhreithnithe go bhfuil clár gnó uailmhianach ar leith maidir le forbairt a Ranna Oideachais ag an dá ollscoil – nach gcuimseodh comhoibriú maidir le cur i bhfeidhm clár ITE. É sin ráite, tá roinnt comhoibríthe taighde ann cheana féin idir UCD agus NCAD, agus tá caidreamh oibríthe dearfach ag an dá institiúid.

Maidir le hIonad 2a (TCD agus MIE), thug an fhoireann faoi deara go ndearnadh comhaontas dlíthiúil a shíniú in 2012 agus go bhfuil TCD ina comhiontaobhaí de champas MIE anois. Cé gur coláiste beag é, tá MIE tar éis fás le sé bliana anuas agus tá thart ar 1000 mac léinn aige anois. Cé go bhfuil cuid dá foireann acadúil i mbun comhoibre sa taighde le foireann acadúil TCD, níl traidisiún taighde seanbhunaithe in MIE. Faigheann MIE maoiniú go díreach ón Roinn Oideachais agus Scileanna go dóill agus níl sí faoi choimirce ÚAO. Ciallaíonn sé seo nach raibh aon tionchar nó údarás ag ÚAO ar MIE agus nach mbailíonn ÚAO aon sonraí maidir le foireann agus mic léinn MIE. Murab ionann agus Institiúidí Ardoideachais eile, níl MIE faoi réir Chreat Bainistíochta Feidhmíochta ÚAO faoinar féidir dreasachtaí agus neamhdhreasachtaí cistithe a chur ar fáil.

Maidir le hIonad 2b (UCD agus NCAD), tugann an fhoireann athbhreithnithe faoi deara na pleananna forbartha uailmhianacha a bhfuil curtha in iúl ag UCD, lena n-áirítear tabhairt isteach clár ITE do mhúinteoirí bunscoile. Má chuirtear na pleananna seo i bhfeidhm, cuirfeadh an réimse leathan clár ITE, ón oideachas bunscoile go dtí iar-bhunscoile (comhthráthach agus comhleanúnach), ar fáil in UCD i dtimpeallacht ollscoile atá gníomhach ó thaobh an taighde de. Tugtar faoi deara freisin an fás atá sa chomhoibriú le NCAD agus an cumas fás agus méadaithe atá ann don chomhoibriú sin sna blianta atá amach romhainn.

## Ardcháilíocht na Mac Léinn

Chuaigh ardcháilíocht na mac léinn go mór i gcion ar an bhfoireann nuair a bhuail siad leo le linn a gcuid cuairteanna. Tugadh faoi deara go raibh cumas acadúil na mac léinn a glacadh isteach sna cláir chomhthráthacha, sna cláir bhunscoile agus iar-bhunscoile, ard go fóill, cé nach bhfuil sé chomh hard leis an leibhéal a bhí ann in 2011, b'fhéidir. Bhí scór na mac léinn a glacadh isteach sna cláir Baitsiléara Oideachais (Bunscoile) in 2017 i measc an 20% is airde mac léinn a rinne iarratas ar chlár Ardoideachais tríd an Lár-Oifig Iontrála (CAO), agus bhí iad siúd a glacadh isteach in Ollscoil Mhá Nuad (Froebel) i measc an 15% is airde. Bhí scóir na mac léinn a glacadh isteach sna cláir ITE iar-bhunscoile chomhthráthacha i measc an 25% – 30% is airde den chóhort sin, de ghnáth. Tá farasbarr mór iarrthóirí ann i gcónaí i gcomparáid leis na háiteanna atá ar fáil sna cláir ITE, go háirithe sna cláir chomhthráthacha, ach tá an bhearna idir an líon iarrthóirí agus na háiteanna atá ar fáil níos lú ná a bhí in 2012. Tugadh faoi deara gurbh fhéidir go raibh tionchar ag an laghdú ar thuarastail tosaigh múinteoirí, rud a tharla i rith an chúlaithe eacnamaíoch, ar laghdú na spéise a léirigh mic léinn i gcláir ITE. Tuigeann an fhoireann go ndearnadh roinnt dul chun cinn ó thaobh an tuarastal a ardú i dtreo an leibhéal a bhí aige roimhe seo agus go bhfuil cainteanna ar bun maidir le hé a ardú a thuilleadh fós.

Maidir le céimithe ó chlár iarchéime chomhleanúnacha do mhúinteoirí iar-bhunscoile (na cláir MGO), thit líon na gcéimithe níos mó ná trian ó tugadh isteach an clár dhá bhliain in 2013/14 (tugtar tuilleadh eolais faoi seo in Aguisín 4). Níor cuireadh acmhainní breise ar fáil do Ranna Oideachais na n-Ollscoileanna ag an am a tugadh isteach na hathruithe agus, mar sin, chinn siad líon na mac léinn a glacadh isteach a laghdú, laghdú 50% i go leor cásanna – rud a chuirfeadh ar a gcumas cláir ardcháilíochta a chur ar fáil go fóill. Níor bhain ach líon an-bheag mac léinn céim amach sna cláir iar-bhunscoile chomhleanúnacha in 2014/15 agus as sin amach thit líon na gcéimithe ó 1,200 in aghaidh na bliana sna cláir chomhleanúnacha a bhí ann roimh an chlár 2 bhliain, (figiúr bliantúil nár athraigh mórán ó 2003/4) go dtí thart ar 800 ó 2015/16 ar aghaidh. Chuir sé seo leis an nganntanas múinteoirí iar-bhunscoile atá ann faoi láthair, go háirithe i roinnt ábhar.

Ó cuireadh bliain amháin leis na cláir ITE, ciallaíonn sé go bhfuil ar mhúinteoirí nuacháilithe suas go dtí sé bliana a chaitheamh san ollscoil le bheith cáilithe mar mhúinteoirí. Ós rud é gur chlár iarchéime é an MGO, éilítear ar mhic léinn táillí de thart ar €6,000 sa bhliain a íoc do gach bliain den chlár dhá bhliain, suim airgid atá róchostasach do go leor mac léinn (i gcás mac léinn bunchéime is é €3,000 sa bhliain an táille). Is gá tuilleadh machnaimh a dhéanamh faoi thionchar an mhéid sin.

Maidir leis an nganntanas múinteoirí in ábhair áirithe, chuir go leor de na hlonaid in iúl go mbeidís sásta cláir ar bhonn foghlama cumaisc a chur ar fáil chun cur ar chumas múinteoirí atá cáilithe cheana, cuid acu atá ag múineadh taobh amugh dá “réimse” féin, cáilíocht a bhaint amach sna hábhair sin.

## An nasc idir scoileanna agus soláthraithe ITE

Braitheann láidreacht an nasc idir scoileanna agus lonaid ITE ar an lonad féin, agus tá láidreachtá éagsúla ann. Bíonn na nasc sin níos struchtúrtha go ginearálta taobh amuigh de Bhaile Átha Cliath, áit a mbíonn sé deacair go minic socrúcháin a chur ar fáil do mhic léinn, go háirithe don bhlocshocrúchán 10 seachtaine sa bhliain dheireanach. Thug an fhoireann forbairt TÚS faoi deara, uirlis shocrúcháin ar líne do mhúinteoirí faoi oiliúint, a d’fhorbair MIC agus UL. Tugadh faoi deara freisin na meabhráin tuisceana struchtúrtha idir UCC agus scoileanna socrúcháin. Cheistigh roinnt de na hlonaid atá lonnaithe i mBaile Átha Cliath an raibh socrúchán chomh dian agus chomh fada riachtanach agus cheistigh siad an tairbhe atá ann do mhúinteoirí faoi oiliúint. D’fhiafraigh siad an mbeadh bealach eile ann chun taithí sásúil múinteoireachta a chur ar fáil. Cuireadh in iúl freisin nach bhfuil aon struchtúr náisiúnta ann chun tacaíocht agus cúiteamh a thabhairt do mhúinteoirí comhoibríoch a ghlacann le múinteoirí faoi oiliúint atá ar shocrúchán, a thacaíonn leo agus a dhéanann meantóireacht orthu. Dúirt roinnt de na soláthraithe nach bhféadfadh na soláthraithe ITE an fhadhb sin a réiteach astu féin – tá gá le tionscnamh náisiúnta chun comhpháirtíocht níos daingne a chothú idir soláthraithe ITE agus scoileanna. Tugann treochtaí idirnáisiúnta le fios go bhfuil soláthraithe ITE níos forbartha (ollscoileanna taighde ar fad iad seo) ag bunú scoileanna cliniciúla oideachais múinteoirí chun oiliúint a chur ar fáil do mhúinteoirí cosúil leis an oiliúint cois leapa a chuirtear ar fáil i scoileanna leighis nua-aimseartha. Creideann an fhoireann athbhreithnithe, bunaithe ar chomhrá le páiríthe leasmhara éagsúla i rith na gcúairteanna ar shuíomhanna, gur deis réalaíoch í seo ITE a chur chun cinn in Éirinn.

## Leanúntas an oideachais tosaigh, induchtaithe agus inseirbhíse do mhúinteoirí

Tá roinnt de na hlonaid ITE rannpháirteach sa chlár induchtaithe náisiúnta (*Droichead*) agus cuireann na hlonaid ar fad cláir inseirbhíse d’fhaid agus de chineálacha éagsúla ar fáil. Tugadh le fios gur annamh a bhaineann cláir inseirbhíse bunaithe in ollscoil tairbhe as maoiniú inseirbhíse an rialtais mar go mbíonn a leithéid de mhaoiniú dírithe ar thosaíochtaí ar leith. Caithfidh na múinteoirí féin cibé táillí a ghearrann ollscoileanna ar chlár Forbartha Gairmiúla Leanúnaí a ullmhaíonn le haghaidh cáilíocht Mháistreachta nó cáilíocht eile a íoc, agus ní thugtar aon liúntas airgeadais a thuilleadh le haghaidh cáilíochtaí breise, rud a bhí ar fáil roimhe seo. Creideann an fhoireann athbhreithnithe go bhfuil cumais agus nuálaíochtaí ag an chuid is mó de na hlonaid nua, nó b’fhéidir ag na hlonaid go léir, a bhaineann le dearadh nuálach agus cur i bhfeidhm éifeachtúil cúrsaí foghlama gairmiúla do mhúinteoirí agus ceannairí scoile.

## Easpa fianaise eimpírí

Cé go ndearna formhór na n-ionad tagairt d’fhianaise starógach chun dul chun cinn a gclár athstruchtúraithe a chur in iúl, tugadh faoi deara nár thug ionad ar bith fianaise eimpíreach le tacú leis an méid a bhí siad á mhaíomh. Cé gur éirigh leis an bhfoireann roinnt eolais a fháil maidir le dearcadh na mac léinn faoina gcláir ITE ón Suirbhé ar Rannpháirtíocht na Mac Léinn in Éirinn (ISSE), tá ábharthacht an ISSE teoranta ós rud é go bhfuil an ráta freagartha chomh híseal sin (féach Aguisín 5 le haghaidh tuilleadh eolais). Tá sé rithábhachtach le linn cur i bhfeidhm moltaí *Sahlberg 1* agus cur i bhfeidhm na moltaí a eascraíonn as an athbhreithniú seo go mbeadh fianaise níos iontaofa ann maidir leis an mbealach atá rudaí ag athrú i ndáiríre. Go dtí seo, tá eolas réasúnta teoranta ag an bhfoireann athbhreithnithe maidir le cibé an bhfuil nó nach bhfuil taithí agus forbairt na mac léinn mar mhúinteoirí faoi oiliúint éagsúil óna raibh sé nuair a cuireadh i bhfeidhm na hathruithe ar dtús. Níl fianaise eimpíreach ag an bhfoireann athbhreithnithe ach an oiread maidir le cibé an ndéanann an taighde atá ar bun ag na foirme agus na mic léinn sna cláir ITE nua-athchumraithe aon difríocht, agus níl fianaise ar bith ann maidir leis an tionchar atá ag na cineálacha nua comhoibríthe ar fhoirne agus cláir in imeacht ama. Amharcann an fhoireann athbhreithnithe ar an easpa fianaise eimpíreach seo mar chonstaic thromhchúiseach ar gá aghaidh a thabhairt air gan mhoill.

## Bonn Láidir Taighde?

Mhol tuarascáil *Sahlberg 1* go mbeadh tairseach chriticiúil ag gach ionaid oideachais múinteoirí ó thaobh a gcumais taighde, agus mhaígh an tuarascáil freisin go leabófaí búnúis láidre taighde i ngach ionad de bharr na gcumraíochtaí nua. Éilíonn critéir leasaithe na Comhairle Múinteoireachta maidir le creidiúnú clár ITE go mbeadh foirne acadúla “gníomhach ó thaobh an taighde de agus go nglacfaidís príomhpháirt i gcomhshamhlú, déanamh, foilsiú agus maoirseacht taighde.” Chonaic an fhoireann athbhreithnithe fianaise inchreidte ar ghníomhaíocht taighde sna hionaid ITE ar fad a tugadh cuairt orthu. Tá an-dul chun cinn sa réimse sin déanta ag Institiúidí Ardoideachais a raibh cáilíochtaí dochtúireachta ag mionlach na foirne sé bliana ó shin agus tá staidéir dhochtúireachta déanta ag an gcuid is mó den fhoireann i ngach ionad anois.

Éilítear ar mhic léinn i ngach ionad roinnt taighde a dhéanamh. Cuireadh ar fáil samplaí de thráchtas taighde mac léinn i gcuid de na hionaid agus, in ionaid eile, cuireadh ar taispeántaí postaeir a chuir taighde na mac léinn i láthair. Cé go raibh taighde na mac léinn, a bhí ar ardchaighdeán, dírithe den chuid is mó ar oideolaíocht agus ar saincheisteanna eile a bhaineann leis an seomra ranga, ní raibh an fhoireann athbhreithnithe cinnte gur thuig na mic léinn chomh luachmhar agus a d’fhéadfadh cur chuige bunaithe ar thaighde a bheith ina ngairm mar mhúinteoirí amach anseo. Creideann an fhoireann athbhreithnithe go bhfuil sé tábhachtach, de réir mar a fheabhsaítear clár ITE trí thuilleadh taighde a bheith déanta ag na mic léinn agus na baill foirne, go mbeadh tuiscint chomhréireach agus aibí ag na mic léinn den tábhacht atá ag an taighde sa ghairm mhúinteoireachta, sula mbaineann siad a gcéim amach. Ina theannta sin, creideann an fhoireann athbhreithnithe, chun go mbainfí an toradh sin amach, gur gá cultúr na n-institiúid sin a chuíchóiriú chun go bhfaighidh mic léinn taithí phraiticiúil ar an taighde mar chuid den ghairm mhúinteoireachta seachas a bheith ag foghlaim faoin taighde amháin. D’fhéadfadh comhthionscadail taighde le múinteoirí ina n-institiúidí agus ina scoileanna socrúcháin an t-athrú cultúrtha sin a spreagadh.

## Leanúntas ITE ó na blianta tosaigh go dtí an breisoideachas?

Cuireann ionaid 1, 3 agus 4 ITE ar fáil i ngach réimse den oideachas do mhúinteoirí luath-óige, bunscoile, iar-bhunscoile agus breisoideachais. Ní chuireann ionaid 5 agus 6 (Corcaigh agus Gaillimh) ITE ar fáil do mhúinteoirí bunscoile<sup>2</sup>. Cé go gcuireann beagnach gach ionad ITE ar fáil i ngach réimse den oideachas múinteoirí, níor léirigh ach ionad amháin (Ollscoil Má Nuad) aon fhianaise shuntasach ar chaidreamh idir an fhoireann agus na mic léinn i ngach réimse ón oideachas luath-óige go dtí an mbreisoideachas agus an t-oideachas aosach. I gcás Ollscoil Má Nuad, chuala an fhoireann go bhfuil an caidreamh idir Roinn an Oideachais Aosaigh agus Pobail, a chuireann clár ITE ar fáil do mhúinteoirí atá i mbun breisoideachais agus oideachais aosaigh, agus na ranna eile (is é sin, luath-óige, bunscoile agus iar-bhunscoile), go bhfuil an caidreamh eatarthu ag forbairt agus gur chuir an caidreamh seo go mór le taithí foghlama na foirme agus na mac léinn cheana féin. In ionaid áirithe eile, cé gur thug an doiciméadú scríofa le fios go raibh clár ITE á gcur ar fáil do mhúinteoirí luath-óige agus/nó breisoideachais, ní raibh aon fhianaise dhíreach air sin le feiceáil i rith na gcuairteanna. In ionaid áirithe, níl ITE do mhúinteoirí luath-óige agus breisoideachais faoi choimirce na Scoile Oideachais agus is cosúil gur beag an caidreamh atá ann idir an fhoireann agus na mic léinn ag na leibhéil éagsúla, nó nach bhfuil caidreamh ar bith eatarthu. Cuireann an fhoireann athbhreithnithe béim ar an ngá atá ann go ndéanfadh na hionaid ar fad a chuireann ITE ar fáil plé ar naisc inbhuanaithe a chothú idir gach réimse den oideachas múinteoirí amach anseo, agus go bhfaighidís tacaíocht ó na húdaráis chun é sin a dhéanamh, fiú mura gcuireann gach ionad clár ag gach leibhéal ar fáil.

## Ceisteanna Rialachais

Aithníonn an fhoireann athbhreithnithe go bhfuil struchtúir nua rialachais agus bainistíochta, nó meabhráin comhaontaithe, curtha i bhfeidhm i ndiaidh comhairliúcháin leis an Údarás um Ard-Oideachas (ÚAO) agus ROS sna hionaid ina bhfuil ionchorprú iomlán déanta (m.sh. Lárionad 1, 3 agus 6) nó sna hionaid ina mbíonn comhchéimeanna á mbronnadh (m.sh. Lárionad 5). Maidir le Lárionad 4 (Luimneach) tugann an fhoireann faoi deara go n-airítear leis an gCreatmholadh um bhunú NISE, sínithe ag na trí pháirtí in Aibreán 2014, bearta i leith rialachais. Ó thaobh mholtaí na tuairisce seo maidir leis na hionaid 2(a) TCD/MIE agus 2(b) UCD/NCAD, seans go mbeadh tuilleadh plé de dhíth maidir le struchtúir rialachais agus bainistíochta do na hionaid sin.

2 Má dhéantar dhá ionad ar leith d’Ionad 2, is é sin 2(a) and 2(b), ní chuirfeadh Ionad 2(b), is é sin UCD/NCAD, an leanúntas oideachais ar fad ar fáil.





# Moltaí maidir leis an bhforbairt bhreise ar struchtúr ITE in Éirinn

Rinneadh an t-athbhreithniú seo sé bliana i ndiaidh na chéad athbhreithniú ar struchtúr an Oideachais Tosaigh Múinteoirí (ITE) in Éirinn agus ba é an phríomhaidhm a bhí aige ná stad as reatha ITE a mheas i dtaca leis na moltaí i dtuarascáil *Sahlberg 1*. Rinneamar ár n-anailís trí chuairt a thabhairt ar na hinstiúidí ardoideachais a chuireann ITE ar fáil, agus leageamar béim ar leith ar mhéid na n-athruithe struchtúrtha agus cultúrtha a tharla ó 2012. Iarradh orainn tionchar na leasuithe teagaisc ar oideolaíocht agus ar thairbhí oideachasúil na mac léinn oideachais múinteoirí a chur san áireamh, tionchar na leasuithe ar chumas taighde sna hinstiúidí oideachais múinteoirí a mheas, agus naisc idir teoiric agus cleachtas ó thaobh dhearcadh na mac léinn de. Ina theannta sin, tugadh spreagadh dúinn tuairisciú faoi threoracha ITE in Éirinn amach anseo.

Ba mhaith linn meabhrú don léitheoir an fhís ar a bhunaigh an Painéal Athbheithnithe a chuid anailíse agus moltaí in 2012:

*"Is é an fhís atá ann do sholáthar ITE in Éirinn ná go mbeidh líonra instiúidí oideachais múinteoirí ag Éirinn faoi 2030, instiúidí atá bunaithe ar líon beag instiúidí oideachais múinteoirí atá inchomparáide go hidirnáisiúnta. Cuirfidh gach ceann de na hinstiúidí sin oideachas múinteoirí bunaithe ar thaighde ar fáil i dtimpeallacht spreagúil idirnáisiúnta, ag an leibhéal Máistreacht ar dtús nó trí fhorbairt ghairmiúil leanúnach. Cuirfidh gach ceann seirbhísí breise forbartha gairmiúla ar fáil, ar an gcontanam ó luath-óige go dtí oiliúint inseirbhíse múinteoirí agus ceannairí."*

Is de réir na n-ionchas sin agus ár mionanailíse atá bunaithe ar fhianaise a bailíodh a dhéanaimid na moltaí seo a leanas i leith na n-institiúidí ardoideachais agus na n-údarás ardoideachais araon, chomh maith le cinnteoirí eile in Éirinn.

## Moltaí ginearálta

### 1. Ba chóir go mbeadh seacht n-ionad barr feabhais ITE in Éirinn

Moltar i dtuarascáil *Sahlberg 1* go gcuirfear ar bun sé ionad barr feabhais mar a luadh sa réamhrá. Bhí dul chun cinn dearfach i dtreo na sprice sin feicthe againn ar ár gcuariteanna ar ionaid, taobh amuigh d'eisceacht amháin. Níl an t-ionad nua idir TCD, MIE, UCD agus NCAD curtha ar bun de réir mar a bhí molta. Bunaithe ar ár dtuairimí agus ár gcomhráite leis na páirtithe leasmhara go léir le linn na gcuariteanna ar ionaid, molaimid gur chóir d'údarás ardoideachais leanúint ar aghaidh agus cur leis (mar atá sonraithe thíos) an tacaíocht theicniúil agus an tacaíocht airgeadais do na cúig ionad barr feabhais atá molta, taobh amuigh den lárionad beartaithe TCD/MIE/UCD/NCAD. Maidir leis an lárionad sin, molaimid gur chóir é a fhorbairt mar dhá lárionad neamhspleách le TCD agus MIE mar cheann amháin, agus UCD agus NCAD mar cheann eile.

Sna seacht ionad barr feabhais ITE in Éirinn go léir, ba chóir go mbeadh an príomhfhócas ar réimse comhleanúnach soláthair ITE ó oideachas luath-óige do mhúinteoirí go dtí ullmhúchán múinteoirí d'aosach agus ardoideachais. Molaimid chomh maith go ndéanfar é seo trí chur chuige oideachais múinteoirí atá bunaithe ar thaighde a neartú, cáilíocht oideolaíochta agus an teagaisc ar fud na gclár éagsúil, cruthú de naisc chomhleanúnacha idir teoiric agus cleachtas, agus leathnú idirnáisiúnta an ITE, lena n-áirítear mic léinn agus bail foirne acadúla. Ina theannta sin, molaimid go dtugtar MIE isteach faoi chúram an ÚAO ar nós na soláthraithe ITE go léir eile agus go neartóidh MIE a thaighde agus a chuid comhoibrithe eile le TCD sna blianta amach anseo. Mar atá léirithe níos luaithe sa tuarascáil seo, seans go mbeadh struchtúir rialachais agus bhainistíochta iomchuí de dhíth sna lárionaid ina bhfuil a leithéid de struchtúr in easnamh faoi láthair.

### 2. Ó leasuithe go dtí córas ITE atá forbartha a thuilleadh

Le fiche nó tríocha bliain anuas tá an-tionchar ag leasuithe éagsúla ar an earnáil ardoideachais agus go háirithe ar oideachas múinteoirí. Is é tuairim ginearálta an athbhreithnithe seo ná go bhfuil sé in am anois dul ar aghaidh ón 'chéim leasúcháin' in ITE go dtí 'tuilleadh forbartha' a dhéanamh ar oideachas múinteoirí in Éirinn. Tugtar treoir dó sin ag na straitéisí ardoideachais náisiúnta agus pleananna forbartha na n-ollscoileanna féin atá ag teacht le nádúr thuarascáil *Sahlberg 1*. Inár dtuairim, anois go bhfuil na leasuithe struchtúrtha curtha i gcrích agus tá níos lú grúpaí oideachais múinteoirí cruthaithe, grúpaí atá níos láidre agus atá ag feidhmiú ag leibhéal níos airde, ba chóir go mbeadh an chéim leasúcháin i leith na n-institiúidí sin, a bhain na spriocanna níos luaithe amach, críochnaithe go ceann scaithimh.

Molaimid gur chóir go mbeadh sé mar aidhm ag údaráis ardoideachais agus lucht déanta beartas eile córas féinfheabhsaithe proifisiúnta ITE a chruthú in Éirinn, córas ina mbeadh tuilleadh neamhspleáchais ag na hionaid barr feabhais ó riarachán lárnach ag léibhéal an stáit agus ina mbeadh comhoibriú feabhsaithe acu lena chéile. Chiallódh sé sin, mar shampla, go n-aimseodh ionaid oideachais múinteoirí ar fud an chórais bealaí nua chun oibriú as lámha a chéile, go nglacfaidís páirt dheonach i bpiarmheasúnú trí mhionscrúdú a dhéanamh ar obair na n-ionad eile, agus go gcruthóidís comhaontais i réimsí oideachais múinteoirí atá rithábhachtrach chun déileáil le ceisteanna soláthair agus éilimh nó cineálacha eile d'fhorbairt ghairmiúil leanúnach i scoileanna.

### 3. Oair mhaith a aithint agus tacaíocht a thabhairt do na hinstiúidí ar gcáir leo

Mar atá luaithe thuas, chuaigh an tiomantas do ITE in Éirinn go mór i bhfeidhm orainn, chomh maith leis an méid oibre atá déanta ó 2012 agus roimhe sin. I gcásanna áirithe, ní raibh an cumasc ná an t-ionchorprú beartaithe éasca agus bhí uaireanta taistil de dhíth agus caitheadh go leor ama i gcuinnithe chun teacht ar na bealaí is fearr chun tosaigh. Chualamar go minic go raibh an próiseas i dtreo comhoibriú níos dlúithe idir na hinstiúidí go léir i bhfad ní b'fhiúntaí ná mar a bhí daoine ag súil leis i dtosach. Dúradh linn, beagnach gan eisceacht, gur thaithí dearfacha iontu féin iad a bheith ag smaoinreamh níos leithne faoi do chuid oibre féin agus a bheith ag ceapadh faoi chomhoibriú nua. Is fiú a lua go raibh an-tábhacht ag baint leis an tacaíocht airgeadais shuntasach ón ÚAO agus ROS do na hinstiúidí chun cur i bhfeidhm oibríochta na n-athruithe pleanáilte a chinntiú, cosúil le hInstitiúid an Oideachais Ollscoil Chathair Bhaile Átha Cliath (DCU). Le linn na gcuariteanna ar lárionaid, chualamar go leor ráiteas maidir leis an easpa aitheantais atá tugtha do dhul chun cinn nó obair mhaith atá déanta sna lárionaid éagsúla. Mar sin, molaimid gur chóir d'údaráis ardoideachais a gcuid aiseolais a thabhairt in am trátha agus é a thabhairt go leanúnach do na hionaid barr feabhais, go háirithe nuair atá fáthanna ann chun an obair mhaith a aithint go poiblí. Mura dtugtar aitheantas d'éachtaí ar bhealach dearfach, d'fhéadfaí go bhforbrófaí neamhshuim agus neamhchúram sna lárionaid agus d'fhéadfadh drochthionchar a bheith acu ar an dul chun cinn dearfach ar fad atá déanta in Éirinn. Moltar chomh maith go dtugann na heagríochtaí oifigiúla, ar nós an ROS, an Chomhairle Mhúinteoireachta agus an ÚAO, na hainmneacha nua ar na heagríochtaí oideachais múinteoirí nua ina gcuid cumarsáide go léir. Bheadh sé deacair ar na lárionad nua oideachais múinteoirí aitheantas a bhaint amach dá n-ainmneacha branda nua mura ndéantar é seo.

### 4. Dreasaíochtaí a chruthú do na hionaid barr feabhais chun a spriocanna straitéiseacha a bhaint amach níos luaithe

Is féidir athrú a luathú go suntasach trí dhreasaíochtaí cliste, idir chinn neamhábharaacha agus ábharaacha araon. Is iad na daoine a bhfuil an chumhacht ó thaobh acmhainní agus airgid de acu, de ghnáth, a bhíonn in ann dreasaíochtaí a chur ar fáil chun freastail ar athruithe beartaithe. Le linn na gcuariteanna ar lárionaid ní raibh an fhoireann in ann a chinntiú cibé acu an bhfuil dreasaíochtaí seachtracha reatha ann atá maith go leor do na hionaid barr feabhais chun tuilleadh forbartha a dhéanamh ar ghnéithe tábhachtacha ITE. Mar shampla, chonaiceamar iarrachtaí maithe i roinnt ionad barr feabhais chun na naisc idir oideachas múinteoirí réamhscoile, bunscoile agus iar-bhunscoile a dhéanamh níos soiléire do mhic léinn agus taighdeoirí, ach ní raibh aon dreasaíochtaí sheachtrach ar fáil dóibh chun na hiarrachtaí sin a leabú na a fheabhsú. Cuireadh i bhfeidhm orainn chomh maith nach bhfuil ról le himirt, i ndáiríre, i measc na soláthóirí ITE ag an méid measartha mór airgid (meastar go bhfuil idir 40 go 50 milliún euro in aghaidh na bliana i gceist<sup>3</sup>) a infheistítear i bhforbairt ghairmiúil leanúnach múinteoirí agus ceannairí scoile in Éirinn. Molann an fhoireann gur chóir do na húdaráis agus na hollscoileanna a óstálann na hionaid barr feabhais dreasaíochtaí níos feara a chruthú do na lárionaid sin ionas gur féidir leo a spriocanna straitéiseacha a bhaint amach níos tapúla. Mar shampla, d'fhéadfaí cuid den chaiteachas bliantúil ar Fhorbairt Ghairmiúil Leanúnach (CPD) a dháileadh ar na hollscoileanna nó na hionaid barr feabhais trí scéim maoinithe iomaíoch a bheadh ar thóir réitigh úra nuálacha ó na hollscoileanna chun tuilleadh forbartha a dhéanamh ar thionchar an tsoláthair CPD. Tá sé chomh tábhachtach céanna nach n-úsáideann na húdaráis oideachais a gcuid cumhachta trí chláir nua a mhaoiniú ar bhealach a bheadh i gcoinne na bprionsabal maidir le hobair mhaith a chúiteamh, díreach mar a tharla i gcás maoiniúcháin na gclár nua ITE trí mhéan na Gaeilge nó na tionscadail taighde eile ar iarradh tairiscintí ó na hinstiúidí ITE a luadh níos luaithe sa tuarascáil seo ina leith.

3 In 2017, áiríodh leis an gcaiteachas ROS ar CPD €27.9m ar Chostais Cláir CPD, €20.6m ar thuarastal an phearsanra ar iasacht chun CPD a sholáthar agus €5.8m ar chostais ionadaithe le haghaidh freastail rannpháirtithe ag CPD.

## 5. Tuilleadh béime a leagan ar thuiscint ITE atá bunaithe ar thaighde i measc oideoirí múinteoirí agus mac léinn

Leagadh béim láidir i *dtuarascáil Sahlberg 1* ar ITE a bhunú ar thaighde. Ciallaíonn sé sin, i measc rudaí eile, go bhfuil cultúr taighde ar leith san oideachas múinteoirí agus go bhfuil na baill foirne ar an eolas faoi thaighde comhaimseartha náisiúnta agus idirnáisiúnta agus go bhfuil siad rannpháirtíoch go gníomhach i dtaighde ar ábhair chriticiúla oideachais agus oideachais múinteoirí. Is suntasach é an mana a luaitear go minic: *"Déanaimid taighde ar a mhúinimid agus múinimid an méid ar a ndéanaimid taighde"*. Cinnte, ba chóir go mbeadh gach mac léinn ITE rannpháirtíoch go gníomhach i dtaighde ar a chuid cleachtais féin, i mbun machnaimh faoi agus i mbun feabhsúcháin leanúnach ar a theagasc dá réir. Laistigh den chultúr oideachais múinteoirí seo atá saibhir ó thaobh an taighde de, ní hamháin go bhfoghlaimeoidh na mic léinn faoi thaighde oideachasúil ach foghlaimeoidh siad chomh maith faoi conas smaoineamh go neamhspleách agus le chéile mar thaighdeoirí. Chonaic agus chuala an fhoireann athbhreithnithe go leor fianaise a thugann le fios go bhfuil gníomhaíochtaí mar sin á gcothú san ITE. Ach chualamar ó mhic léinn nach raibh tuiscint iontach soiléir acu maidir le cén fáth ar cheart dóibh a bheith eolach ar scileanna taighde agus ábalta iad a úsáid ina gcuid oibre mar mhúinteoirí scoile. Molann an fhoireann, mar sin, go ndéanfadh na hionaid barr feabhais go léir iarrachtaí breise laistigh dá gcláir agus cúrsaí chun a chinntiú go bhfuil tuiscint mhaith ag na mic léinn go léir, roimh bhaint amach a gcéimeanna, ní hamháin ar conas taighde a léamh agus a dhéanamh ach faoi conas smaoineamh mar thaighdeoirí agus iad i mbun oibre i nó le scoileanna agus an tábhacht a bhaineann leis.

## 6. Lean sa thóir ar shineirgí trí chláir agus cúrsaí céime

Cuireann roinnt forbairtí comhoibrithe le déanaí laistigh de agus ar fud na n-ionad barr feabhais deis iontach ar fáil do na lárionaid chun dea-chleachtas a roinnt agus a scaipeadh thar ghnéithe éagsúla na gclár ITE. D'fhéadfaí go n-áireofaí leis sin cleachtais oideolaíocha nuálacha a roinnt, úsáid chruthaitheach teicneolaíochtaí, agus foilsíú agus scaipeadh acmhainní nua do mhic léinn ITE agus do scoileanna. Molaimid go gcuirfear ar fáil dreasachtaí chun sineirgí dá léithéid a spreagadh idir na lárionaid éagsúla sna blianta amach anseo chun a chinntiú nach gcuirfear am agus iarracht amú le rud a dhéanamh atá déanta cheana féin in áit éigin eile.

## 7. Socrúchán scoile a athshamlú mar chuid de struchtúr ITE

Is gné riachtanach den ITE in Éirinn é socrúchán scoile. Tá an-mheas ag soláthróirí air agus feictear air go forleathan mar chuid chabhrach chun an teagasc mar atá i ngairm na múinteoireachta a thaispeáint do mhic léinn. Chualamar léirithe iontacha ó mhic léinn faoi conas is féidir le socrúchán i dtimpeallacht mar atá an pictiúr iomlán a athrú maidir le cad is múinteoir ann agus cad atá de dhíth chun a bheith i mhúinteoir. Chualamar chomh maith go raibh imní ar roinnt mac léinn faoina dtaithe socrúcháin agus cé chomh deacair is atá sé ar roinnt soláthróirí ITE a chinntiú go bhfuil an taithe i scoileanna tairbheach an t-am ar fad agus go bhfuil an taithe luachmhar do na mic léinn ó thaobh gairme agus foghlama de. Aithnímid go gcuireann na socrúcháin reatha scoile struchtúrtha agus bainteach le polasaí, atá mar chuid den ITE in Éirinn, áit ar fáil d'fhormhór na mac léinn inar féidir leo fíorthuiscint a fháil ar shaol na scoile agus teagasc a chleachtadh i dtimpeallachtaí sábháilte agus tacúla. Níl aon ghealltanais ann, áfach, mar gheall ar an méid mór scoileanna agus múinteoirí a bhíonn páirteach sna socrúcháin gach bliain, go mbíonn taithe foghlama i dtimpeallachtaí atá stiúrtha go cliniúil ag gach aon mhac léinn, gan eisceacht. Mar sin, molaimid go gcuirfidh an ROS, mar aon leis na húdaráis chuí agus na seacht n-ionad barr feabhais, tús le hathbhreithniú ar an gcleachtadh reatha socrúcháin; agus, bunaithe air sin, go ndéanfaidís na hathruithe riachtanacha ar pholasaí, maoiniúcháin agus cleachtas chun gnéithe practiciúla ITE a thabhairt níos gaire do na hollscoileanna. Molaimid chomh maith gur chóir do dhá nó trí lárionad na socrúcháin riachtanacha a dhéanamh chun scoil nó scoileanna oiliúna múinteoirí cliniúil/cliniciúla a chomhtháthú ina ngnáthoibriúcháin. Dá bharr sin, bheadh cuid shuntasach den oiliúint phraticiciúil atá curtha ar fáil faoi láthair ag na scoileanna socrúcháin á cur ar fáil ag na scoileanna oiliúna cliniúla seo atá faoi stiúir na n-ollscoileanna. D'fhéadfadh dul chun cinn den chineál sin a thabhairt isteach ar bhonn píolótach ar an gcéad dul síos, agus ba chóir go n-áireofaí taighde leanúnach faoina thionchar ar oideachas múinteoirí taighdebhunaithe leis sin, chomh maith le measúnú ar chaighdeán thorthaí na mac léinn ITE.

## 8. Córas ísealchostais, bunaithe ar institiúid a chruthú chun monatóireacht a dhéanamh ar dul chun cinn agus tuilleadh forbartha ITE in Éirinn

Bheadh sonraí sistéamacha bailithe ó na soláthróirí ITE de dhíth ionas gur féidir leis an bhfoireann athbhreithnithe freagraí iontaoifa a thabhairt ar an gcuid is mó de na ceisteanna a cuireadh air. Déantar an Suirbhé ar Rannpháirtíocht na Mac Léinn in Éirinn (ISSE) go bliantúil ach, de ghnáth, bíonn na rátaí freagartha ró-íseal chun teacht ar aon tátail iontaoifa (Aguisín 5). Molann an fhoireann athbhreithnithe go ndearann na hionaid ITE go léir gléas suirbhéireachta le chéile chun cabhrú le monatóireacht ar dhul chun cinn agus tuilleadh forbartha ITE in Éirinn. D'fhéadfadh sé sin a bheith ina shuirbhé bliantúil nó leathbhliantúil a bheadh dírithe ar ghnéithe riachtanacha d'fhorbairt ITE in Éirinn, lena n-áirítear taithí na mac léinn agus iad ag forbairt i múinteoireacht, tionchar taighde mar chuid de ITE, éifeachtúlacht na hoiliúna praiticiúla, ábharthacht na hoideolaíochta a úsáidtear i dteagasc agus foghlaim, gan ach roinnt bheag a lua. Agus na sonraí sin ar fáil, ba cheart gur féidir comparáidí trasinstitiúide a dhéanamh agus anailís ar an dul chun cinn atá déanta in imeacht ama i ngach aon lárionad.

### Moltaí dírithe ar lárionad ar leith

**Lárionad 2:** I ndiaidh don Fhoireann Athbhreithnithe cuairt a thabhairt ar an gceithre shuíomh go léir, an cháispéisíocht go léir a cuireadh ar fáil a léamh agus an chumraíocht athbhreithnithe a mhol na ceithre ionad a phlé, glacann an fhoireann le loighic na hargóinte a cuireadh chun tosaigh agus molann sé go n-aithnítear dhá lárionad ar leith anseo, is é sin Ionad 2a – TCD agus MIE; agus Ionad 2b – UCD agus NCAD. Tá caidreamh oibre dearfach idir TCD agus UCD, tá clár uailmhianach ar leith ag an dá cheann acu i gcomhair fhorbairt a Ranna Oideachais nach bhfuil comhoibriú ar sholáthar na gclár ITE san áireamh leis. (Tá roinnt comhoibriú taighde idir UCD agus NCAD, áfach). Moltar gur chóir taighde agus comhoibriú eile a leathnú agus a fhorbairt. Ba chóir machnamh a dhéanamh ar fhorbairt na struchtúr rialachais agus bainistíochta, struchtúir a éascóidh níos mó comhoibrithe idir lárionad 2(a) agus 2(b).

Maidir le hIonad 2a, is é MIE an t-aon soláthróir amháin ITE a fhaigheann maoiniú go díreach ón ROS. Aistríodh na coláistí eile chuig an ÚAO ar mhaithe le maoiniú agus riarachán blianta ó shin. I gcomhthéacs thorthaí an athbhreithnithe seo, tá sé molta go bhfuil sé in am anois dul i ngleic leis an neamhréir sin. Mar sin, molann an fhoireann go gcuirfead MIE faoi chúram an ÚAO mar atá na soláthróirí ITE go léir eile agus go neartóidh MIE a thaighde agus comhoibriú eile le TCD sna blianta amach anseo.

**Lárionad 4:** Molaimid go n-aithneofaí Coláiste Mhuire gan Smál (MIC) mar sholáthróir neamhspleách clár ITE do mhúinteoirí luath-óige, bunscoile agus iar-bhunscoile. Leanfaidh Ollscoil Luimnigh (UL) de chlár ITE chomhthráthacha agus comhleanúnacha a chur ar fáil do mhúinteoirí iar-bhunscoile agus deimhniú acadúil a chur ar fáil do chlár MIC. Tagann ceisteanna chun cinn mar gheall ar an athchumraíocht mholta i Luimneach maidir le comhsheasmhacht na socrúithe foirne ar fud na hearnála agus caithfead dul i ngleic leo. Tá MIC agus UL (mar aon le LIT) tiomanta don chomhoibriú mar a bhí beartaithe go foirmiúil sa doiciméad bunaidh NISE a shínigh na trí institiúid (MIC, UL agus LIT) in Aibreán 2014. Leagtar amach sa doiciméad seo bainistíocht rialachais agus stuchtúir don lárionad seo.

**Lárionad 6:** Molaimid go dtugtar aird ar leith agus tacaíocht don phróiseas corpraithe Ollscoil na hÉireann Gaillimh/Coláiste san Aingeal chun na moltaí ó thuarascáil *Sahlberg 1* a chur i bhfeidhm go hiomlán, agus chun ionchorprú Choláiste san Aingeal in OÉ Gaillimh a thabhairt chun críche, go háirithe chun ceisteanna dlíthiúla a bhaineann leis an gcumasc a shocrú.

## Ceisteanna breise

Tá na moltaí thuas déanta againn ionas gur féidir iad a chur i bhfeidhm go láithreach. Le linn na gcuartheanna ar ionaid agus le linn na n-agallamh le baill foirne agus mic léinn, tháinig tuarimí eile chun cinn agus liostaítear iad thíos lena mbreathnú.

### a) Lárionaid Foghlama agus Teagaisc san Ardoideachais a chur chun cinn

Tá lárionad ag gach ollscoil anois chun tacú le foghlaim agus teagasc san ardoideachas. Bhí siad bunaithe agus maoinithe ar an gcéad dul síos faoi scéimeanna Tionsnamh Spriocdhírthe an Údaráis um Ard-Oideachas sna 1990idí agus go luath sna 2000idí. Tugtar le fios sna measúnaithe gur éirigh go han-mhaith le tromlach na lárionad agus iad ag comhtháthú a bhfeidhm le codanna eile na n-ollscoileanna. Molaimid go mbeadh áit bhuan ag foghlaim ghairmiúil agus forbairt na múinteoirí ardoideachais i straitéis náisiúnta oideachais múinteoirí in Éirinn, agus go háirithe in iarrachtaí leanúnacha na n-ollscoileanna féin chun tuilleadh forbartha a dhéanamh ar oideachas múinteoirí mar chuid dá bpríomhfheidhmeanna.

### b) Léibhéal Cáilíochta na gclár ITE

Cé go bhfuil na clár ITE go léir ceithre bliana ar fad ar a laghad (240 creidiúint ECTS - an Córas Eorpach Aistrithe Creidiúna), bronntar roinnt clár ag léibhéal Baitsiléara (léibhéal 8) agus roinnt dóibh ag léibhéal Máistreachta (Leibhéal 9). Sna clár chomhthráthacha do mhúinteoirí bunscoile agus iarbhunscoile faightear céim Bhaisiléara agus sna clár consecutive bronntar céim Mháistreachta. B'fhiú smaoineamh anois ar chóir léibhéal Máistreachta a bhronnadh ar na cáilíochtaí (bunscoil agus iarbhunscoil) ITE go léir.

### c) Idirnáisiúnú

Is príomhghné d'aroidheachais ar ardchaighdeán an lae inniu é idirnáisiúnú. Ba chóir idirnáisiúnú a thuiscint go leathan ionas go gcuirfear saol campais a chuireann baill foirne agus mic léinn ar an eolas faoi chultúir agus traidisiúin acadúla tíortha eile san áireamh. Caithfear soghluaisteacht chómhaltach a chur san áireamh, rud a chuireadh le taithí foghlama na mac léinn agus múinteoirí agus iad i dtíortha eile. Sa chomhthéacs sin, is iomchuí plé a dhéanamh ar iarrachtaí na hÉireann chun an ITE a idirnáisiúnú. Chonacthas don fhoireann athbhreithnithe gur fhan na figiúirí maidir le soghluaiseacht na mac léinn ag imeacht ag léibhéal réasúnta íseal ón athbhreithniú a rinneadh roimhe sin in 2012. Chualamar go dtarlaíonn sé seo, mar an gcéanna le go leor tíortha Eorpacha eile, de thoradh dhearadh ar leith an staidéir chéime in institiúidí oideachais múinteoirí in Éirinn, dearadh atá sách dúshlánach. Chualamar ó mhic léinn nach n-aithnítear creidiúintí a thuilleadh ag ollscoileanna thar lear go hiomlán is go huathoibríoch nuair a fhilleann na mic léinn ar a n-ollscoil nó a gcoláiste féin i gcásanna áirithe.

Toisc go mbítear ag súil le léibhéal áirithe soghluaiseachta i measc mac léinn agus ball foirne mar chuid den straitéis náisiúnta idirnáisiúnaithe na hÉireann, agus go bhfuil sé mar aidhm ag an gCoimisiún Eorpach go mbainfeadh 20% de mhic léinn céim amach le cinéal éigin taithí idirnáisiúnaithe ina gcéimeanna, molaimid go ndéanann na húdaráis, i gcomhoibriú leis na seacht lárionad, bearta breise chun idirnáisiúnú a chur i bhfeidhm mar rogha réalaíoch do gach mac léinn ITE. Is fiú a lua nach fadhb Éireannach amháin é easpa soghluaiseachta mac léinn; tá dúshlán den chineál céann ag an gcuid is mó de na hinstitiúidí ITE ar fud an Aontais Eorpaigh.

### d) Soláthar Príobháideach Oideachais Tosaigh Múinteoirí

Le linn ár bplé, bhí an fhoireann athbhreithnithe ar an eolas gur soláthróir suntasach é Hibernia College, ar soláthróir príobháideach nach bhfaigheann maoiniú stáit é, den oideachas tosaigh múinteoirí do mhúinteoirí bunscoile agus iarbhunscoile. Bhí ceist soláthair phríobháidigh ITE taobh amuigh de thearmaí tagartha agus raon na hathbhreithnithe seo, áfach. Molaimid, áfach, athbhreithniú sa bhreis a dhéanamh ar Hibernia agus a thionchar ar ITE agus d'fhéadfaí ach go háirithe ceisteanna soláthair agus éilimh múinteoirí a chur san áireamh.

# Aguisín 1 - Téarmaí Tagartha



Sa tuarascáil ón bhliain 2012, *Tuarascáil an Phainéil Athbhreithnithe Idirnáisiúnta ar Struchtúr an tSoláthair Oideachais Tosaigh do Mhúinteoirí in Éirinn* (ar a dtugtar an tuarascáil Sahlberg), dúradh “nach mór d’Éirinn tuilleadh infheistíochta a dhéanamh i bhfeabhsúchán leanúnach chaighdeán an teagaisc, ról an taighde in oideachas múinteoirí, agus comhoibriú idirnáisiúnta i ngach ceann dá hinstiúidí oideachais múinteoirí”. Chun na haidhmeanna seo a bhaint amach, is príomhriachtanas é go mbeidh scála dóthanach sa tírdhreach instiúideach ann chun forbairt a dhéanamh ar phobail ghairmiúla níos mó a bhfuil eolas agus scileanna níos éagsúla acu chun cruthaitheacht agus nuálaíocht a aimsiú ar mhaithe le tuilleadh feabhsúcháin. Dá réir sin, moladh sa tuarascáil aistriú a dhéanamh i soláthar oideachais múinteoirí ó 19 instiúid go sé “ionad oideachais múinteoirí” nua. Ciallaíonn an comhoibriú nua molta ag an bpainéal idirnáisiúnta go mbeadh líon níos lú lárionad oideachais múinteoirí ann, ach go mbeadh gach lárionad ag cur oideachas ar fáil thar raon oideachais múinteoirí - ó luath-óige go bunscoil, go hiar-bhunscoil, go hoideachas aosach. Bheadh tairseach chriticiúil ó thaobh cumas taighde ag na lárionaid oideachais múinteoirí, ionas go mbeadh láithreacha láidre taighde buanaithe i ngach aon lárionad.

Ó 2012, tá forbairt shuntasach déanta sa chreat foriomlán polasaí oideachais ina n-oibríonn oideachas tosach múinteoirí (ITE) in Éirinn. Áirítear leis seo dearadh curaclam nua, cur i bhfeidhm na Straitéise Náisiúnta um Litearthacht agus Uimhearthacht; athruithe ar na cáilíochtaí atá de dhíth do mhúinteoirí sa bhreisoidiachas; foilsíúchán an Ráitis Bheartais Oideachais STEM (Eolaíocht, Teicneolaíocht, Innealtóireacht agus Matamaitic), Straitéis na Teangacha lasachta, Straitéis Náisiúnta Scileanna agus Straitéis Dhigiteach do Scoileanna, i measc rudaí eile. Bhí an Chomhairle Mhúinteoireachta taobh thiar d’fhorbairtí tábhachtacha eile, lena n-áirítear creidiúnú de agus athbhreithniú ar na cúrsaí Oideachais Tosaigh Múinteoirí go léir faoi Chritéir agus Treoirínte socraithe, atá anois ina chéim athbhreithnithe eile. I dtuarascáil an Ghrúpa Oibre Theicniúil faoi sholáthar múinteoirí a tháinig amach le déanaí, déantar iarracht feabhas a chur ar chomhleanúnachas iomlán na pleanála i leith an lucht oibre múinteoireachta ar fud na hÉireann agus tá sé thar a bheith bainteach leis an athbhreithniú seo.

San Ardoideachas, tá sraith chuimsitheach leasuithe bunaithe ar an Straitéis Náisiúnta Ardoideachais go 2030 curtha i bhfeidhm. I measc na leasuithe atá ábharach ach go háirithe, bhunaigh an Rialtas an Creat Feidhmíochta don Chóras Ardoideachais, tharla comhrá straitéiseach idir na hInstitiúidí Ardoideachais agus an ÚAO, ar síneadh comhshocruithe ar leith mar gheall air, rinneadh leasú ar an múnla maoiniúcháin agus bunaíodh tacaíochtaí maoiniúcháin atá dírithe ar leasuithe tosaigh san Ardoideachas.

Is de bharr na rudaí thuas go bhfuil an ÚAO, ar iarratas ón Roinn Oideachais agus Scileanna, i mbun athbhreithnithe faoi láthair ar dhul chun cinn na leasuithe ó 2012 chun cur leis an gcéad chéim leasúcháin eile ar Oideachas Tosaigh Múinteoirí.

## Téarmaí Tagartha

1. Stádas reatha oideachais tosaigh múinteoirí in Éirinn a mheas agus tagairt á déanamh do na moltaí atá leagtha amach i dtuarascáil Sahlberg 2012. Ba chóir go ndíreofaí, ach go háirithe, ar réimse na n-athruithe struchtúrtha agus chultúrtha a tharla ar fud na hInstitiúidí Ardoideachais mar a aithníodh i dtuarascáil 2012;
2. Tionchar na leasuithe ar chaighdeán teagaisc ar oideolaíocht agus ar eolas ábhair oideolaíochta agus ar thairbhí oideachais na mac léinn in Oideachas Tosaigh Múinteoirí a phlé;
3. Tionchar na leasuithe ar chumas taighde sna hInstitiúidí Ardoideachais agus na naisc idir taighde agus teagasc agus foghlaim na mac léinn Oideachais Tosaigh Múinteoirí a mheas;
4. Treo struchtúr an oideachais tosaigh múinteoirí in Éirinn amach anseo a scrúdú agus moltaí a dhéanamh ina leith, ag féachaint do na haidhmeanna agus téarmaí bunaidh i dtaca leis an athbhreithniú in 2012, torthaí intomhaiste sa ghearrthearma agus mhéantearma a aithint.

Mar aon leis seo, d’fhéadfaí go mbeadh an léirmheastóir ag iarraidh tuairimí a chur ar fáil ar cheisteanna a bhaineann le hoideachas múinteoirí a thagann chun cinn le linn na hathbhreithnithe. D’fhéadfadh, mar shampla, rochtain ar chlár ITE, soghluaiseacht mac léinn nó athruithe sa chóras oideachais i gcoitinne a bheith san áireamh leis seo.

Déanfar an athbhreithniú san Earrach/go luath sa Samhradh 2018 agus cuirfear deireadh leis nuair a sheolfar tuarascáil chuig an ÚAO agus an Aire. Áireofar cuairteanna lárionaid chuig na hInstitiúidí ardoideachais iomchuí.

# Aguisín 2 – Cláir Oibre do na Cuairteanna Suíomhanna

# Coláiste san Aingeal, Sligeach, OÉ Gaillimh agus Institiúid Teicneolaíochta na Gaillimhe-Maigh Eo (GMIT)

Dé Luain 30 Aibreán 2018

## Lucht Freastail

An tOll. Pasi Sahlberg, Léirmheastóir Stiúrtha

An tOll. Áine Hyland, Cathaoirleach Seisiúin

Valerie Harvey, Uasal, Ceann Meastóireachta Feidhmíochta, ÚAO

Sarah Fitzgerald, Uasal, Oifigeach Feidhmiúcháin Sinsearach, ÚAO

## Lucht Freastail – OÉ Gaillimh, Coláiste san Aingeal, IT na Gaillimhe-Maigh Eo

Liostaítear thíos

## Clár Oibre

<b>Cuairt ar Shuíomh</b>	Coláiste Oideachais Naomh Angela, Sligeach
<b>08.45</b>	Tae/Caife
<b>08.55</b>	Fáilte ó hUachtarán an Choláiste, an Dr. Anne Taheny, I láthair: An tSr. Marianne O'Connor, Stiúrthóir an Bhoird, an tOll. Gerry Mac Ruairc, Ollamh le hOideachas, OÉ Gaillimh, Fiona Crowe, Ceann Oideachais, Coláiste san Aingeal agus Amanda Mc Cloat, Ceann Eacnamaíocht Baile.
<b>09.00</b>	Cur i láthair (30 nóiméad) ó Cheann Oideachais, Fiona Crowe agus Ceann Eacnamaíocht Baile, Amanda Mc Cloat. I láthair: An Dr. Anne Taheny, Uachtarán, an tSr. Marianne O'Connor, Stiúrthóir an Bhoird, an tOll. Gerry Mac Ruairc, Ollamh le hOideachas, OÉ Gaillimh, Fiona Crowe, Uasal, Ceann Oideachais, Coláiste san Aingeal agus Amanda Mc Cloat, Uasal, Ceann Eacnamaíocht Baile. An Dr. Michael Duignan, Coláiste san Aingeal, an Dr. Louise Mylotte, Coláiste san Aingeal, an Dr. Mairead Conneely, Coláiste san Aingeal, an Dr. Richeal Burns, Coláiste san Aingeal, an Dr. Eileen Kelly-Blakeney, Coláiste san Aingeal agus Helen Maguire, Uasal, Coláiste san Aingeal, an Dr. Cornelia Connolly, OÉ, Gaillimh, an Dr. Tony Hall, OÉ, Gaillimh,
<b>09.30</b>	Turas Campais á stiúradh ag Aontas na Mac Léinn chun bualadh le mic léinn agus Gníomhaíochtaí/Ceardlanna/Taispeántais éagsúla srl a fheiceáil.
<b>10.30</b>	Taisteal go OÉ Gaillimh
<b>13.00</b>	OÉ Gaillimh a bhaint amach

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**13.15** Lón Oibre, OÉ Gaillimh. (Seomra Bia an Uachtaráin, Cearnóg)

I láthair: An tOll. Pól Ó Dochartaigh, Caroline Loughnane, Uasal, (Rúnaí Acadúil, OÉ Gaillimh), an tUas. Tomás Ó Siocháin (Clár bhainisteoir Rannpháirtíochta Seachtraí, OÉ Gaillimh), an tUas. John Gill (Príomhoifigeach Oibriúcháin, OÉ Gaillimh), an tOllamh Gerry Mac Ruairc, (Ceann na Scoile, Oideachas OÉ Gaillimh). An Dr. Michael Hannon, (Clár itheoir GMIT), an tUas. Dermot O’ Donovan, (Ceann Ionad Barr Feabhais Náisiúnta um Dhearadh Troscaín agus Teicneolaíocht, GMIT Leitir Fraic) an Dr. Pauline Logue Collins, GMIT, an Dr. Anne Taheny, Uachtarán Choláiste san Aingeal, Fiona Crowe, Uasal, Ceann Oideachais, Coláiste san Aingeal agus Amanda Mc Cloat, Uasal, Ceann Eacnamaíocht Bhaile.

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Cruinniú ag OÉ Gaillimh, Seomra Bia an Uachtaráin (NUIG/STAC/GMIT) – Focail Tosaigh

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**13.20** Dul chun cinn a rinneadh ó Athbhreithniú (Sahlberg I) 2012 agus an freagra ar an tuarascáil cúlra

- ▶ réimse na n-athruithe struchtúrtha agus chultúrtha a tharla ar fud na nInstitiúidí Ardoideachais mar a aithníodh i dtuarascáil 2012;
- ▶ tionchar na leasuithe ar chaighdeán teagasc ar oideolaíocht agus ar eolas ábhair oideolaíochta agus ar thaithe oideachais na mac léinn in Oideachas Tosaigh Múinteoirí;
- ▶ tionchar na leasuithe ar chumas taighde sna nInstitiúidí Ardoideachais agus na naisc idir taighde agus teagasc agus foghlaim na mac léinn Oideachais Tosaigh Múinteoirí.

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**14.05** Nótaí deiridh

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**14.15** Deireadh an chruinnithe

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**14.15** Cuairt lárionaid OÉ Gaillimh Foirgneamh Oideachais D102 – Cur i láthair (20 nóiméad) leis an Ollamh Gerry Mac Ruairc, Cuir i láthair na mac léinn (20 nóiméad) Scoil Oideachais OÉ Gaillimh Máistreacht Ghairmiúil san Oideachas (PME) agus Máistir Gairmiúil San Oideachas (MGO)

I láthair: Foireann acadúil, riaracháin agus theicniúil Scoil an Oideachais, (Ollscoil na hÉireann, Gaillimh), foireann ó Rannóg Oideachais Institiúid Teicneolaíochta na Gaillimhe-Maigh Eo Leitir Fraic agus ó Choláiste Oideachais San Aingeal. Mic léinn ó na cláir oideachais tosaigh múinteoirí OÉ Gaillimh agus GMIT: BA Matoideachas, Máistir Gairmiúil San Oideachas (PME), Máistir Gairmiúil San Oideachas (MGO), BSc Oideachas (Dearadh, Grafic agus Foirgníocht).

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**15.00** Cuairt ar lárionad OÉ Gaillimh (taispeántas GMIT) Ionad Drámaíochta O’Donoghue/bualadh le mic léinn/taispeántas GMIT trí “shiúlóid ghailearaí”

I láthair: Foireann acadúil, riaracháin agus theicniúil Scoil an Oideachais, (Ollscoil na hÉireann, Gaillimh), foireann ó Rannóg Oideachais Institiúid Teicneolaíochta na Gaillimhe-Maigh Eo Leitir Fraic agus ó Choláiste Oideachais San Aingeal. Mic léinn ó chlár oideachais tosaigh múinteoirí OÉ Gaillimh agus GMIT, BA Matoideachas, Máistir Gairmiúil San Oideachas (PME) Máistir Gairmiúil San Oideachas (MGO), BSc Oideachas (Dearadh, Grafic agus Foirgníocht).

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**15.45** Críoch

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# Ollscoil Luimnigh, Coláiste Mhuire gan Smál (a chuimsíonn campas Naomh Pádraig MIC), Institiúid Teicneolaíochta Luimnigh (LIT)

Dé Máirt 1 Bealtaine 2018

## Lucht Freastail

An tOll. Pasi Sahlberg, Léirmheastóir Stiúrtha

An tOll. Áine Hyland, Cathaoirleach Seisiúin

Valerie Harvey, Uasal, Ceann Meastóireachta Feidhmíochta, ÚAO

Sarah Fitzgerald, Uasal, Oifigeach Feidhmiúcháin Sinsearach, ÚAO

## Lucht Freastail – Ollscoil Luimnigh, Coláiste Mhuire gan Smál, Institiúid Teicneolaíochta Luimnigh

An tOll. Eugene Wall, Uachtarán (Gníomhach), Coláiste Mhuire gan Smál (MIC)

An Dr. Eugene O' Brien, Leas-Uachtarán um Ghnóthaí Acadúla (Gníomhach), MIC

An Dr. Angela Canny, Déan Oideachais (Gníomhach), MIC

An Dr. Finn Ó Murchú, Ceann na Scoile, MIC, Durlas

An Dr. Des Fitzgerald, Uachtarán, Ollscoil Luimnigh (UL)

An tOll. Rachel Msetfi, Déan Feidhmiúcháin, Dámh an Oideachais agus na nEolaíochtaí Sláinte, UL

An tOll. Paul Conway, Stiúrthóir NISE

An Dr. Oliver McGarr, Ceann Scoil an Oideachais, UL

An tOll. Kersten Mey, Leas-Uachtarán um Ghnóthaí Acadúla agus Rannpháirtíocht na Mac Léinn, UL

Mike Fitzpatrick, Déan, Scoil na hEalaíne agus Deartha Luimnigh (LSAD), LIT

Maria Finucane, Ceannaire an Chláir PME, LSAD/LIT

## Clár Oibre

<b>08.15</b>	Cruinniú ag Coláiste Mhuire gan Smál i gCampas John Henry Newman, Seomra JHN-026 (Coláiste Mhuire gan Smál/UL/Institiúid Teicneolaíochta Luimnigh) – Focail Tosaigh
<b>08.20</b>	Dul chun cinn a rinneadh ó Athbhreithniú (Sahlberg I) 2012 agus an freagra ar an tuarascáil cúlra <ul style="list-style-type: none"><li>▶ réimse na n-athruithe struchtúrtha agus chultúrtha a tharla ar fud na nInstitiúidí Ardoideachais mar a aithníodh i dtuarascáil 2012;</li><li>▶ tionchar na leasuithe ar chaighdeán teagaisc ar oideolaíocht agus ar eolas ábhair oideolaíochta agus ar thairbhí oideachais na mac léinn in Oideachas Tosaigh Múinteoirí;</li><li>▶ the impact of the reforms on research capacity in the HEIs and the linkages between research and teaching and learning of ITE students.</li></ul>
<b>09.05</b>	Nótaí deiridh
<b>09.15</b>	Deireadh an Chruinnithe
<b>09.15</b>	Cuairt ar Shuíomh Choláiste Mhuire gan Smál (is i bhfoirm siúlóide a tharlódh an chuairt agus déanfaidh uimhir bheag mac léinn ó na cláir BEd. agus BEd. san Oideachas agus Síceolaíocht taispeántas dá gcuid oibre; Cuirfidh an Dr Aimee Brennan irisleabhar taighde na Máistreacht Gairmiúla san Oideachas, STER, i láthair; Tabharfaidh an Dr Neil O’Conaill, Stiúrthóir na Socruithe Scoile, léargas gearr ar shocruithe scoile ag MIC; Labhróidh an Dr. Geraldine Brosnan faoi Tionscnaimh Deiseanna Oideachais Múinteoirí ag MIC; Tabharfaidh Marie Ryan agus an Dr Marek McGann achoimre den togra taighde NISE ‘REX’; An Dr. Teresa McIlhinney; Déanfaidh Anne-Marie Morrin, Rory McGann, Tanya Power agus a mic léinn taispeántas dá n-obair ar LEGO, STEAM agus tionscnaimh Modheolaíochta Oideachasúla; cuirfear deireadh leis an gcuairt le siúlóid tríd an bhFoirgneamh TARA.)
<b>10.15</b>	Taistil go Campas Shráid an Chláir LIT
<b>10.30</b>	Cuairt Lárionaid LIT (Is i bhfoirm taispeántais ó na múinteoirí faoi oiliúint a bheidh an chuairt, agus déanfar í in éineacht le baill foirne Tracy Fahey, Ceann na Roinne, Mínealaín agus Staidéir larchéime, baill na Foirne Cláir, Maria Finucane, Ceannaire an Chláir, Edel Hogan, Mary O’Dea agus roinnt mac léinn reatha.)
<b>11.00</b>	Taistil chuig Ollscoil Luimnigh
<b>11.15</b>	Cuairt Lárionaid Ollscoil Luimnigh (Beidh an leagan amach seo a leanas ag an gCuairt Lárionaid: UL a bhaint amach agus dul ar aghaidh go seomra CM085 (Ionad Teicneolaíochta Oideachasúla) sa phríomhfhoirgneamh ón ionad páircéala do chuairteoirí; Réamhrá faoin Ollscoil agus achoimre faoi oideachas Múinteoirí in UL – le Déan, EHS (an tOllamh Rachel Msetfi) agus Ceann na Scoile (an Dr Oliver McGarr); Bualadh le baill foirne UL chun labhairt faoi theagasc comhroinnte le mic léinn Scoil Ealaíne agus Deartha Luimnigh, LIT (an Dr. Orla McCormack agus an Dr. Jennifer McMahon); Bualadh leis an Ollamh Marie Parker-Jenkins chun labhairt faoi thaighde comhroinnte le páirtí NISE agus comhoibriú ar chlár struchtúrtha PhD; Bualadh leis an bhfoireann Socrúcháin Scoile chun labhairt faoi fhorbairt TUS (córas socrúcháin scoile ar líne) agus comhoibriú le MIC (an Dr. Ann Marie Young agus an Dr. Ciaran O’Gallchoir); Cuairt ar an ionad taighde EPI-STEM (Ionad Náisiúnta don Oideachas STEM) chun bualadh leis an Ollamh Merrilyn Goos, an Dr. Patrick Johnson agus an Dr. Niamh O’Meara.)
<b>12.15</b>	Lón ag Ollscoil Luimnigh (Teach Phleasaí)
<b>13.00</b>	Críoch

# Coláiste na hOllscoile, Corcaigh agus Institiúid Teicneolaíochta Chorcaí

Dé Máirt 1 Bealtaine 2018

## Lucht Freastail

An tOll. Pasi Sahlberg, Léirmheastóir Stiúrtha

An tOll. Áine Hyland, Cathaoirleach Seisiúin

Valerie Harvey, Uasal, Ceann Meastóireachta Feidhmíochta, ÚAO

Sarah Fitzgerald, Uasal, Oifigeach Feidhmiúcháin Sinsearach, ÚAO

## Lucht Freastail UCC agus CIT

An tOllamh John O'Halloran, Leas-Uachtarán agus Cláraitheoir, UCC

An tOllamh Chris Williams, Ceann an Choláiste, Coláiste na nEalaíon, an Léinn Cheiltigh agus na nEolaíochtaí Sóisialta, UCC

Susanna Broderick, Léachtóir agus Comhordaitheoir an Chláir PME san Ealaín agus Dearadh, Roinn na nEalaíon sa tSláinte agus Oideachas, Coláiste Ealaíne & Deartha CIT Crawford

An Dr. Fiona Chambers, Ceann na Scoile (Gníomhach), Scoil an Oideachais, UCC

Angela Desmond, Bainisteoir na Scoile, Scoil an Oideachais, UCC

Louise Foott, Ceann na Roinne, Roinn na nEalaíon sa tSláinte agus Oideachas, Coláiste Ealaíne & Deartha CIT Crawford

An tOllamh Kathy Hall, Scoil an Oideachais, UCC

An Dr. Declan Kennedy, Léachtóir Sinsearach agus Comhordaitheoir an Chláir BSc (Oideachas Eolaíochta), Scoil an Oideachais, UCC

An Dr. Brian Murphy, Léachtóir Sinsearach agus Comhordaitheoir an Chláir PME, Scoil an Oideachais, UCC

An Dr. Máire Ní Riordáin, Léachtóir Sinsearach agus Comhordaitheoir (Gníomhach) an Chláir BEd Staidéar Spóirt agus Corpoideachais, Scoil an Oideachais, UCC

## Clár Oibre

<b>14.30</b>	Cruinniú ag Coláiste na hOllscoile, Corcaigh (Seomra Comhdhála, An Chéad Urlár, Leeholme, Donovan's Road) – Focail Tosaigh
<b>14.35</b>	Dul chun cinn a rinneadh ó Athbhreithniú (Sahlberg I) 2012 agus an freagra ar an tuarascáil cúlra <ul style="list-style-type: none"><li>▶ réimse na n-athruithe struchtúrtha agus chultúrtha a tharla ar fud na nInstitiúidí Ardoideachais mar a aithníodh i dtuarascáil 2012;</li><li>▶ tionchar na leasuithe ar chaighdeán teagaisc ar oideolaíocht agus ar eolas ábhair oideolaíochta agus ar thaithí oideachais na mac léinn in Oideachas Tosaigh Múinteoirí;</li><li>▶ tionchar na leasuithe ar chumas taighde sna hInstitiúidí Ardoideachais agus na naisc idir taighde agus teagasc agus foghlaim na mac léinn Oideachais Tosaigh Múinteoirí.</li></ul>
<b>15.20</b>	Nótaí deiridh
<b>15.30</b>	Deireadh an Chruinnithe
<b>15.30</b>	Cuairt Lárionaid Choláiste na hOllscoile, Corcaigh (cur i láthair maidir le hInstitiúid Teicneolaíochta Chorcaí) (Déanfar cuir i láthair i bhfoirm póstaeir faoi Pháipéir Taighde Ghairmiúla ag roinnt mac léinn ó na cláir PME, ó 16/17 agus 17/18, sa Seomra Comhdhála. Buailfidh ceathrar mac léinn leis an ngrúpa ag 3.30 in, beirt ón PME agus beirt ón PME (Ealaín agus Dearadh). Turas timpeall roinnt áiseanna in UCC a úsáideann na mic léinn ITE, lena n-áirítear léachtlanna, Leabharlann Boole, Crios Cruthaiteach Boole, Saotharlann Eolaíochta Eureka.)
<b>16.30</b>	Críoch



# Ollscoil Mhá Nuad (a chuimsíonn Roinn Froebel don Bhun- agus Luath-Oideachas)

Dé Céadaoin 2 Bealtaine 2018

## Lucht Freastail

An tOll. Pasi Sahlberg, Léirmheastóir Stiúrtha

An tOll. Áine Hyland, Cathaoirleach Seisiúin

Valerie Harvey, Uasal, Ceann Meastóireachta Feidhmíochta, ÚAO

Sarah Fitzgerald, Uasal, Oifigeach Feidhmiúcháin Sinsearach, ÚAO

Laura Austin Uasal, Oifigeach Feidhmiúcháin, ÚAO

## Lucht Freastail Ollscoil Mhá Nuad (MU)

An tOllamh Philip Nolan, Uachtarán

An tOllamh Aidan Mulkeen, Leas-Uachtarán Acadúil, Clárathóir agus Leas-Uachtarán

## Roinn an Oideachais Aosaigh agus Pobail

An Dr. Mary Ryan, Ceann na Roinne

An Dr. Camilla Fitzsimons agus Michael Kenny, Stiúrthóirí an Chúrsa ar an HDPE (Ard-Diplóma sa Bhreisoideachas)

## Roinn Oideachais:

An tOllamh Sharon Todd, Ceann na Roinne

Angela Rickard agus An Dr. Joe Oyler, Comhordaitheoirí an PME

An Dr. Tom Walsh, Comhordaitheoir Socrúcháin

An Dr. Majella Dempsey, BScEd

An Dr. Rose Dolan, Ceannaire Snáithe don Oideachas Múinteoirí

## Roinn Froebel

An tOllamh Marie Mc Loughlin, Ceann na Roinne

Séamie O'Neill, Ceann Oideachais & Stiúrthóir Oideachais

An Dr. Triona Stokes, Ceannaire an Chláir BEd

Fiona Nic Fhionnlaioich, Ceannaire an Chláir PMEd

Patsy Stafford agus Phil Lynch, Ceannairí an Chláir BA

Mic léinn ó réimse cúrsaí ó Ranna éagsúla, de réir mar atá siad ar fáil

## Clár Oibre

<b>09.00</b>	Cruinniú – Focail Tosaigh i Seomra SE010 i Scoil an Oideachais
<b>09.05</b>	Dul chun cinn a rinneadh ó Athbhreithniú (Sahlberg I) 2012 agus an freagra ar an tuarascáil cúlra <ul style="list-style-type: none"><li>▶ réimse na n-athruithe struchtúrtha agus chultúrtha a tharla ar fud na nInstitiúidí Ardoideachais mar a aithníodh i dtuarascáil 2012;</li><li>▶ tionchar na leasuithe ar chaighdeán teagaisc ar oideolaíocht agus ar eolas ábhair oideolaíochta agus ar thaithí oideachais na mac léinn in Oideachas Tosaigh Múinteoirí;</li><li>▶ tionchar na leasuithe ar chumas taighde sna hInstitiúidí Ardoideachais agus na naisc idir taighde agus teagasc agus foghlaim na mac léinn Oideachais Tosaigh Múinteoirí.</li></ul>
<b>09.50</b>	Nótaí deiridh
<b>10.00</b>	Deireadh an Chruinnithe
<b>10.00</b>	Cuairt Láronaid Ollscoil Mhá Nuad (turas na n-áiseanna)
<b>11.00</b>	Críoch

# Ollscoil Chathair Bhaile Átha Cliath (DCU), (a chuimsíonn iar-choláiste Phádraig, Droim Conrach; Institiúid Oideachais Mater Dei agus Coláiste Oideachais Eaglais na hÉireann)

Dé Céadaoin 2 Bealtaine 2018

## Lucht Freastail

An tOll. Pasi Sahlberg, Léirmheastóir Stiúrtha

An tOll. Áine Hyland, Cathaoirleach Seisiúin

Valerie Harvey, Uasal, Ceann Meastóireachta Feidhmíochta, ÚAO

Sarah Fitzgerald, Uasal, Oifigeach Feidhmiúcháin Sinsearach, ÚAO

Laura Austin Uasal, Oifigeach Feidhmiúcháin, ÚAO

## Lucht Freastail Ollscoil Chathair Bhaile Átha Cliath (DCU)

An tOllamh Brian MacCraith, Uachtarán

An tOllamh Daire Keogh, Leas-Uachtarán DCU

An tOllamh Eithne Guilfoyle, Leas-Uachtarán um Ghnóthaí Acadúla DCU

An Dr. Anne Looney, Déan Feidhmiúcháin

An tOllamh Pádraig O Duibhir, Déan Feidhmiúcháin Tánaisteach

An Dr. Elaine McDonald, Ceann Scoil an Bheartais agus an Chleachtais

An Dr. Maeve O'Brien, Ceann Scoil na Forbartha Daonna

An Dr. Eithne Kennedy, Ceann Scoil na Teanga, na Litearthachta agus an Oideachas Luath-Óige

An Dr. Joe Travers, Ceann Scoil an Oideachais Ionchuimsithigh agus Speisialta

An Dr. Regina Murphy, Ceann Scoil an Oideachais Ealaíon agus Luaile

An Dr. Charlotte Holland, Déan Comhlach, Taighde

An Dr. Bernadette Ní Áingléis, Déan Comhlach, Socrúchán agus Comhpháirtíochtaí Gaolmhara

## Clár Oibre

<b>12.00</b>	Lón ag Ollscoil Chathair Bhaile Átha Cliath
<b>12.45</b>	Cruinniú (Seomra Bia i dTeach Belvedere) – Focail Tosaigh
<b>12.50</b>	Dul chun cinn a rinneadh ó Athbhreithniú (Sahlberg I) 2012 agus an freagra ar an tuarascáil cúlra <ul style="list-style-type: none"><li>▶ réimse na n-athruithe struchtúrtha agus chultúrtha a tharla ar fud na nInstitiúidí Ardoideachais mar a aithníodh i dtuarascáil 2012;</li><li>▶ tionchar na leasuithe ar chaighdeán teagaisc ar oideolaíocht agus ar eolas ábhair oideolaíochta agus ar thaithí oideachais na mac léinn in Oideachas Tosaigh Múinteoirí;</li><li>▶ tionchar na leasuithe ar chumas taighde sna nInstitiúidí Ardoideachais agus na naisc idir taighde agus teagasc agus foghlaim na mac léinn Oideachais Tosaigh Múinteoirí.</li></ul>
<b>13.35</b>	Nótaí deiridh
<b>13.45</b>	Deireadh an Chruinnithe
<b>13.45</b>	Cuairt Lárionaid Ollscoil Chathair Bhaile Átha Cliath Siúlóid foirne go dtí an Stiúideo Nuálaíochta Lego Bogadh ar aghaidh chuig na ceardlanna micreamhúinteoireachta. Bualadh leis an Ollamh Joe O Hara, a bhíonn ag teagasc ar na cláir ITE, a bheidh i gceannas ar ár gclár nua EdD, agus atá ina cheann ar ionad taighde rathúil. Cuirfidh Justin Rami, Déan Comhlach an Teagaisc agus na Foghlama, roinnt ainmnithe do Dhuais an Uachtaráin um Theagasc agus Foghlaim i láthair. Bualadh le Charlotte Holland, Déan Comhlach an Taighde a thaispeánfaidh an 'léarscáil taighde' – Tá an áit curtha ullmhaithe mar a bhí sé dár dtaispeántas taighde agus don oíche eolais don staidéar iarchéime. Beidh 'seastán' agus ionadaí ag gach ionad taighde. Beidh foilsíúcháin a tháinig amach le déanaí ar taispeáint chomh maith. Bualadh le triúr mac léinn sa dara bliain den BEd a rinne cur i láthair ag comhdháil taighde sa Ríocht Aontaithe le déanaí. Cuirfidh Joe Usher agus Susan Pike mic léinn in iúl agus déanfaidh siad cur síos ar an tionscnamh. Bualadh le Vasiliki Pitsia atá Laureate leis an gComhairle um Thaighde in Éirinn ag an IoE Bualadh le Eithne Kennedy, a mhíneoidh an togra Right to Read agus a chuirfidh i láthair roinnt mac léinn ITE atá páirteach sa togra. Beidh Cathaoirligh Cláir ar fáil má tá aon cheist ar leith. Buaadh leis an Ollamh Anne Lodge, Stiúrthóir Ionad Eaglais na hÉireann chun siúl ar aghaidh go bealach amach Leabharlann Cregan.
<b>14.45</b>	Críoch

# Coláiste na Tríonóide, Baile Átha Cliath, Institiúid Oideachais Marino, Coláiste Náisiúnta Ealaíne is Deartha agus an Coláiste Ollscoile, Baile Átha Cliath

Dé Céadaoin 2 agus Déardaoin 3 Bealtaine 2018

## Lucht Freastail

An tOll. Pasi Sahlberg, Léirmheastóir Stiúrtha

An tOll. Áine Hyland, Cathaoirleach Seisiúin

Valerie Harvey, Uasal, Ceann Meastóireachta Feidhmíochta, ÚAO

Sarah Fitzgerald, Uasal, Oifigeach Feidhmiúcháin Sinsearach, ÚAO

Laura Austin Uasal, Oifigeach Feidhmiúcháin, ÚAO

## Lucht Freastail an Chruinnithe

An tOllamh Anne O’Gara, Uachtarán, Institiúid Oideachais Marino

An tOllamh Chris Morash, Leas-Phropast/CAO

An tOllamh Mark Rogers, Cláraitheoir agus Leas-Uachtarán UCD

An tOllamh Sarah Glennie, Stiúrthóir Coláiste Náisiúnta Ealaíne is Deartha (NCAD)

## Lucht Freastail Choláiste na Tríonóide

An tOllamh Chris Morash, VP/CAO

An tOllamh Damian Murchan, Ceann na Scoile

An Dr. John Walsh, Stiúrthóir Iarchéime

An Dr. Stephen Minton, Stiúrthóir Bunchéime

An Dr. Ann Devitt, Stiúrthóir Taighde

An Dr. Melanie Ní Dhuinn, Comhordaitheoir PME

An tOllamh Carmel O’Sullivan

An tOllamh Andrew Loxley

An tOllamh Michael Shevlin, Stiúrthóir TCPID

An Dr. Victoria Bruce, Bainisteoir Scoile

2 Ionadaí na Mac Léinn

## **Lucht Freastail ó Institiúid Oideachais Marino**

An tOllamh Anne O’Gara, Uachtarán MIE

An tOllamh Teresa O’ Doherty (mar bhreathnóir, Uachtarán nuacheaptha MIE)

An Dr. Seán Delaney Cláraitheoir (MIE)

An Dr. Gene Mehigan Stiúrthóir na Staidéar Iarchéime (MIE)

An Dr. Leah O’ Toole Léachtóir le Siceolaíocht/Oideachas Luath-Óige

An Dr. Damian Murchan Ceann Scoil an Oideachais, Coláiste na Tríonóide

An Dr. John Walsh, Stair an Oideachais, Coláiste na Tríonóide

An Dr. Andrew Loxley, Socheolaíocht, Coláiste na Tríonóide

An Dr. Mark Prendergast, Matoideachas, Coláiste na Tríonóide

An tOllamh Noirín Hayes, Oideachas Luath-Óige, Coláiste na Tríonóide

## **Lucht Freastail NCAD**

An tOllamh Sarah Glennie, Stiúrthóir NCAD

An tOllamh Dervil Jordan, Ceann Scoil an Oideachais le baill foirne Scoil an Oideachais

An Dr. Patsey Bodkin, Comhordaitheoir an BA (Comhchéim Onóracha) sa Dearadh Mínealaíne agus Oideachas

Fiona King, Comhordaitheoir an PME (Ealaín agus Dearadh)

An Dr. Isobelle Mullaney, Stiúrthóir Socrúchán Scoile, Tony Murphy, Léachtóir san Oideachas Ealaíne agus Deartha

Aoife Keogh, Léachtóir san Oideachas Ealaíne agus Deartha

Nuala Hunt, Ceannaire Oideachais Leanúnaigh san Ealaíon agus Dearadh (CEAD) & comh-chomhordaitheoir an MA san Ealaín Phobalghníomhach agus Breisoideachas

Fiona Whelan, comh-chomhordaitheoir an MA san Ealaín Phobalghníomhach agus Breisoideachas grúpa mac léinn BA agus PME

## **Lucht Freastail Choláiste na hOllscoile Baile Átha Cliath**

An tOllamh Mark Rogers, Cláraitheoir/Uachtarán Ionaid/Leas-Uachtarán um Ghnóthaí Acadúla

An tOllamh Colin Scott, Príomhoide an Choláiste, Coláiste na nEolaíochtaí Sóisialta agus an Dlí UCD

An tOllamh Dympna Devine, Ceann na Scoile, Scoil an Oideachais UCD

An tOllamh Ciaran Sugrue, Scoil an Oideachais UCD (Feidhmeannach Scoile)

An tOllamh Deirdre Raftery, Scoil an Oideachais UCD (Feidhmeannach Scoile)

## Clár Oibre

### Dé Céadaoin 2 Bealtaine 2018

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**15.00** Cuairt Lárionaid Institiúid Oideachais Marino (Fáilte ag Fáiltiú, Treoshuíomh an champais, Seisiún eolais le hUachtarán MIE agus taispeántas dhá thogra taighde ERASMUS le comhghleacaithe MIE agus TCD, Comhrá agus plé)

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**16.00** Críoch

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### Déardaoin 3 Bealtaine 2018

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**09.00** Cruinniú ag Coláiste na Tríonóide, Baile Átha Cliath (Oifig an Leas-Phroipaist, ar an gcéad urlár den West Theatre) – Focail Tosaigh

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**09.05** Dul chun cinn a rinneadh ó Athbhreithniú (Sahlberg I) 2012 agus an freagra ar an tuarascáil cúlra

- ▶ réimse na n-athruithe struchtúrtha agus chultúrtha a tharla ar fud na nInstitiúidí Ardoideachais mar a aithníodh i dtuarascáil 2012;
- ▶ tionchar na leasuithe ar chaighdeán teagasc ar oideolaíocht agus ar eolas ábhair oideolaíochta agus ar thaithí oideachais na mac léinn in Oideachas Tosaigh Múinteoirí;
- ▶ tionchar na leasuithe ar chumas taighde sna nInstitiúidí Ardoideachais agus na naisc idir taighde agus teagasc agus foghlaim na mac léinn Oideachais Tosaigh Múinteoirí.

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**09.50** Nótaí deiridh

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**10.00** Deireadh an Chruinnithe

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**10.00** Cuairt Ionaid Choláiste na Tríonóide, Baile Átha (turas de Mhol an tSeomra Fada, Seisiún Eolas le Ceannaire na Scoile agus baill eile Scoil an Oideachais maidir le hobair na Scoile, Cur i láthair 2 thionscnamh chomhoibríochta le comhfhoirne ó TCD & MIE:

Clár creidiúnaithe múinteoirí ar líne (an Dr Melanie Ní Dhuinn [TCD] & an Dr. Julie Uí Choistealbha [MIE])

Heads-Up, ina n-oibríonn ealaíontóirí i suíomhanna oideachasúla cuimsitheacha (an tOllamh Carmel O'Sullivan [TCD] & an Dr. Michael Flannery [MIE])

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**11.00** Taistil go dtí an Coláiste Náisiúnta Ealaíne & Deartha

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**11.30** Cuairt Lárionaid ar Choláiste Náisiúnta Ealaíne & Deartha (Páircéail sa Chearnóg tosaigh faoin áirse) Tae/Caife i bhforhalla Ghailearaí NCAD, Teach Harry Clarke

Buntreoir d'obair Scoil an Oideachais NCAD - an tOllamh Dervil Jordan.

Cur i láthair obair na mac léinn ón BA sa Dearadh agus Oideachas Mínealaíne, agus an PME (Ealaíon & Dearadh) ag léachtlan Teach Harry Clarke.

Múinteoirí faoi oiliúint i PME 1 a chur in aithne, chomh maith lena gcuid oibre a chur i láthair sa 'Change Lab', sa Ghailearaí NCAD. Déanfar plé ar an gceist 'Conas a dhéanaimid scrúdú ar an am atá caite chun ciall a bhaint as an lá atá inniú ann' Scoil an Oideachais, NCAD, i gcomhpháirt leis an Líonra Ubuntu.

Turas na stiúideonna agus bualadh leis na múinteoirí faoi oiliúint sa cheathrú bliain (an bhliain dheireanach) den BA (Comhónóracha) Mínealaíne, Dearadh agus Oideachas ina spásanna stiúideo.

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<b>12.30</b>	Taistil go dtí an Coláiste Ollscoile Baile Átha Cliath
<b>13.00</b>	Lón ag an gColáiste Ollscoile Baile Átha Cliath
<b>14.00</b>	Cuairt Lárionaid Choláiste Ollscoile Baile Átha Cliath (Seomra Boird Teach Ardmore) Cruinniú le Pobal na Scoile (Dámh agus Mic Léinn) Turas Champas Belfield UCD
<b>15.00</b>	Críoch

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# Aguisín 3 - Tuairimí ón Choláiste Ollscoile Baile Átha Cliath/ Coláiste Náisiúnta Ealaíne is Deartha agus Coláiste na Tríonóide, Baile Átha Cliath/Institiúid Oideachais Marino

2-3 Bealtaine, 2018

## Sé Chnuasach nó Seacht gCnuasach?

Moladh i dTuarascáil an Phainéil Idirnáisiúnta Athbhreithnithe faoi Struchtúr Soláthair Oideachais Tosaigh Múinteoirí in Éirinn (2012) an méid seo a leanas: “ba cheart go n-éascófaí oideachas múinteoirí i suíomh ollscoile a bhfuil naisc shistéamacha acu le cleachtadh cliniciúil i scoileanna a chuireann, más féidir, an réimse iomlán oideachais múinteoirí ar fáil, ó luath-óige go hoideachas aosach” (25). Moltar sa Tuarascáil, ina theannta sin, “gur cheart oideachas múinteoirí in Éirinn a athstruchtúru” ina sé “chumraíocht”, agus chuirfeadh gach ceann acu ollscoil le chéile le hinstitiúid amháin oideachais múinteoirí sonraithe nó níos mó. Mar eisceacht don phátrúin loighiciúil sin, áfach, bhí an nasc beartaithe idir dhá phríomhollscoil thaighde an stáit (Coláiste na Tríonóide, Baile Átha Cliath [TCD] agus an Coláiste Ollscoile Baile Átha Cliath [UCD]), mar aon le dhá institiúid eile (Institiúid Oideachais Marino [MIE] agus Coláiste Náisiúnta Ealaíne is Deartha [NCAD]) in aon ghrúpa amháin. Ní raibh athstruchtúru agus ailíniú dhá phríomhollscoil taighde i gceist le haon cheann eile de na hathruithe straitéiseacha a bhí beartaithe sa Tuarascáil. Ní chuirtear aon réasúntacht bhunúsach ar fáil sa Tuarascáil don eisceacht sin.

Mar sin féin, sa thréimhse ó 2012, tá obair déanta ag UCD, TCD, MIE agus NCAD chun an aidhm maidir le héascú na sprice go mbeadh oideachais múinteoirí ar siúl “i suíomh ollscoile” a chur ar aghaidh. Cé nach bhfuil na spriocanna sin curtha i gcrích de réir mar a bhí samhlaite ar dtús in 2012 (mar chnuasach le ceithre institiúid, lena n-áirítear dhá ollscoil), tá na forbairtí a tharla ó 2012 ag teacht le haidhmeanna agus spiorad na Tuarascála maidir lena chinntiú go bhfuil oideachas múinteoirí neadaithe i gcomhthéacs taighde agus teoirice ceannródaíche. Ina ionad sin, d’fhorbair aidhmeanna na Tuarascála ar shraith conairí comhthreomhara. Tá roinnt tionscnamh a bhfuil páirt ag an gceithre institiúid ann, ach tá an chuid is mó den ghníomhaíocht leanúnach á ndéanamh ar dhá chonair chomhthreomhara: ceann amháin atá déanta suas de UCD agus NCAD, agus an ceann eile de TCD agus MIE. Tá gach ceann de na conairí comhthreomhara sin cosúil leis an gcúig ghrúpa eile atá molta. B’fhiú a lua sa chomhthéacs seo go bhfuil naisc fhairsinge idir an dá ollscoil is airde a rangáitear sa stát i réimsí eile; mar shampla, foilsíonn scoláirí UCD agus TCD le chéile níos mó ná aon institiúid eile ar domhan, agus roinneann an dá ollscoil ciste caipitil fiontair de €60m. Mar sin, cé go mbeidh deis ann, gan amhras, tograí taighde comhoibríocha i réimse an oideachais a dhéanamh a bhfuil páirt ag an gceithre institiúid go léir iontu, léirigh ár dtaithe, d’ainneoin dea-iarrachtaí na gceithre chomhpháirtí, gurbh fhearr breathnú ar an gcnuasach seo mar dhá chnuasach ar leith. Ar an mbealach sin, bheadh an dá cheann cosúil leis an gcúig cinn eile ó thaobh struchtúir agus scála de.

Go bunúsach, is fiú an cnuasach ceithre institiúid a shamhlú arís mar dhá chnuasach ar leith i réimse soláthair oideachasúil, agus bheadh naisc straitéiseacha taighde idir na grúpaí UCD/NCAD agus TCD/MIE.

## TCD/MIE

Maidir leis seo, is féidir linn na ceangail idir MIE agus TCD a aimsiú chomh fada siar le 1976, nuair a cuireadh ar bun na teagmhálacha maidir le rialachas agus creidiúnú. Neartaíodh an caidreamh sin in 2006 nuair a tugadh cuireadh do Choláiste na Tríonóide teacht isteach in iontaobhas comhoibríoch MIE le Proibhinse Eorpach na mBráithre Críostaí. Cuireadh an chomhpháirtíocht ar bhonn foirmiúil in 2011 agus, tar éis spreagadh a fháil ón Tuarascáil 2012, tá borradh faoi léibhéal an chomhoibríthe agus rannpháirtíochta idir an dá institiúid sa tréimhse idir an dá linn agus tá réimse na hoibre sin ag leathnú. Chun na caidrimh neartaithe idir na hinstitiúidí a aithint, agus mar léiriú ar an aidhm go bhforbróidh TCD/MIE mar lárionad domhanda ó thaobh teagaisc agus taighde de i réimse an oideachais, forbraíodh comhstraitéis acadúil in 2014. Mar thoradh air sin eisíodh Gléas Rialachais nuashonraithe le haghaidh MIE in 2016.

Mar thoradh air sin, cuireadh beocht arís i gcomhoibriú MIE agus Coláiste na Tríonóide. Tá nádúr an chaidrimh athraithe ó bhonn comhlántach go bonn coinbhéirseach agus, ar deireadh, comhpháirtíocht. Sa tréimhse idir 2012 agus inniu, tá forbairt déanta ar chomhoibriú MIE agus Coláiste na Tríonóide chun leanúntas iomlán oideachais múinteoirí a léiriú: luath-óige, bunscoil, méanscoil, breisoideachas, ardoideachas, agus foghlaim ar feadh an tsaol. De thoradh na comhpháirtíochta seo d'éirigh le hiarratais chomh-mhaoinithe; tháinig méadú ar uimhir na gcomhshaothar taighde; rinneadh comh-mhaoirseacht ar iarrthóirí PhD; agus ceapadh deichniúr ball foirne MIE mar Chomhlaigh Thaighde Choláiste na Tríonóide. Ní bhaineann nádúr comhoibríthe na comhpháirtíochta seo le Scoil an Oideachais i gColáiste na Tríonóide amháin. Baineann sé le ranna agus tionscnaimh eile san Ollscoil, lena n-áirítear Oifig Caidreamh Domhanda, Roinn na Luibheolaíochta, Roinn na Staire agus Scoil na hEolaíochta Ríomhaireachta agus na Staitisticí (tá an dá cheann deireanacha rangaithe sa chéad 100 go hidirnáisiúnta sa rangú QS is déanaí).

Chomh maith le héascú na sprice chun a chinntiú go dtarlaíonn oideachas múinteoirí i gcomhthéacs taighde den chéad scoth, tharla an caidreamh feabhsaithe idir MIE agus Coláiste na Tríonóide ag an am céanna le tréimhse shuntasach fáis do MIE, agus dá réir sin tháinig méadú suntasach ar sholáthar múinteoirí. Chuir an Institiúid le méid na gcúrsaí bunchéime agus iarchéime atá ar fáil inti; méadaíodh líon na mac léinn (tá níos mó ná 1,000 cláraithe); chomhordaigh sí dhá thogra Erasmus+ agus tá sí mar pháirtí i roinnt tograí eile; tugadh isteach deiseanna idirnáisiúnta soghluaisteachta do mhic léinn agus do bhaill foirne; rinneadh fáiltais chaipitiúla chun tacú le forbairt a campais; agus bronnadh clár €5m uirthi mar an t-aon sholáthraí den chlár B.Ed. trí mhéan na Gaeilge.

## UCD/NCAD

Cuireadh ar bun an chomhpháirtíocht acadúil idir UCD agus NCAD in 2010 ar bhonn comhshocair don dá institiúid. Anois is coláiste aitheanta de chuid UCD é NCAD agus deimhníonn UCD céimeanna NCAD, atá go hiomlán corpraithe i rialacháin rialaithe UCD. Chuir creat le haghaidh comhoibriú feabhsaithe agus gníomhaíocht chomhroinnte in 2016 comhthéacs tábhachtach ar fáil chun an caidreamh a leathnú. Tá saibhreas an chomhoibríthe go mór le feiceáil i níos mó ná 60 togra a tharla faoi scáth an Chomhaontais, idir thograí acadúla, chomhchláir, chomh-mhaoirseacht PhD, aoiléachtaí, thaispeántais, shiompóisiamaí, cheardlanna agus fhoilsiúcháin. Tharla comhoibriú san Oideachas Tosaigh Múinteoirí, Oideachas Iarchéime agus Leanúnach, lena n-áirítear tionscnaimh rochtana ar Oideachas Tosaigh Múinteoirí agus Oideachas d'Aosach araon. Bhain an comhoibriú sin, den chuid is mó, le téamaí oibre maidir le Cruthaitheacht, Foghlaim Dhigiteach agus spásanna foghlamtha, Dearadh foghlama ionchuimsithe agus straitéisí chun tacú le litearthacht agus oideachas ionchuimsithe trí mhéan na ndána (féach an ceangaltán). Mar Ionad Barr Feabhais san Oideachas Ealaíne agus Deartha, téann bua an NCAD ó thaobh na hAmharc-Ealaíona/Smaointeoireacht Deartha/Amharclitearthacht, mar aon lena fhorbairt cláir le haghaidh Máistreacht cúig bliana don BA (Comhonoracha) san Oideachas, Mínealaín agus Dearadh, go han-mhaith le plean straitéiseach UCD maidir le hOideachas Múinteoirí. Áirítear leis seo Oideachas Tosaigh Múinteoirí a chur ar fáil thar chontanam an oideachais (bunscoil/iar-bhunscoil) mar bhunchéim agus iarchéim araon trí mhéan bhealach céime Oideachais sonraithe. Baintear leas as buanna idirdhisciplíneacha agus taighde UCD. Mar gheall ar na forbairtí sin, bhí an deis ann cur leis an gcomhoibriú a bhí ar siúl cheana idir Scoileanna an Oideachais in UCD agus NCAD, agus deiseanna saibhre a chur ar fáil chun taighde agus cruthú múinteoirí gairmiúla a chur chun cinn, bunaithe ar na hamharcealaíona agus dearadh. Oibríodh i gcomhar ar fhoilsiúcháin agus tairiscintí taighde idir comhghleacaithe den dá Scoil Oideachais. Baineadh úsáid as suimeanna comhroinnte i dtionscnaimh rochtana ar oideachas, oideolaíochtaí ionchuimsitheacha, dearadh na n-ealaíon agus ábharacht amhairc.

Is féidir leis an dá institiúid bheith faoi rath mar gheall ar an gcomhoibriú. Cruthaíonn sé sineirgí tábhachtacha ina mbuanna faoi seach, agus cuirtear le spriocanna náisiúnta maidir le feabhsúcháin Soláthair Múinteoirí, laistigh de chreat taighde neadaithe. Cuireann comhroinnt acmhainní (leabharlann UCD agus áiseanna taighde agus Leabharlann Ealaíne NCAD agus Leabharlann Náisiúnta na nAmharcealaíon) le cumas an dá institiúid ó thaobh thaighde na ndámh agus tá taithe níos fearr ag na mic léinn.

# Aguisín 4 – Céimithe na gClár Oideachais Múinteoirí

Sa tábla seo a leanas tá céimithe na gclár oideachais múinteoirí idir 2012/13 agus 2016/17, idir oideachas bunscoile agus iarbhunscoile.

<b>Bunchéim Bunscoile</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Lárionad 1 Ollscoil Chathair Bhaile Átha Cliath	377	390	7	373	404
Lárionad 2 TCD-MIE-UCD-NCAD (Nóta 1)					
Lárionad 3 Maigh Nuad	0	59	60	48	60
Lárionad 4 Luimneach	423	443	39	422	429
Lárionad 5 Corcaigh					
Lárionad 6 Gaillimh					
<b>Iomlán</b>	<b>800</b>	<b>892</b>	<b>106</b>	<b>843</b>	<b>893</b>
<b>Iarchéim Bunscoile</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Lárionad 1 Ollscoil Chathair Bhaile Átha Cliath	70	96	91	105	63
Lárionad 2 TCD-MIE-UCD-NCAD (Nóta 1)					
Lárionad 3 Maigh Nuad	31	29	29	43	27
Lárionad 4 Luimneach	73	63	76	90	66
Lárionad 5 Corcaigh					
Lárionad 6 Gaillimh					
<b>Iomlán</b>	<b>174</b>	<b>188</b>	<b>196</b>	<b>238</b>	<b>156</b>

<b>Bunchéim Iarbhunscoile</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Lárionad 1 Ollscoil Chathair Bhaile Átha Cliath	132	138	163	127	126
Lárionad 2 TCD-MIE-UCD-NCAD	21	21	27	17	28
Lárionad 3 Maigh Nuad	20	21	21	24	20
Lárionad 4 Luimneach (Nóta 3)	251	237	216	237	310
Lárionad 5 Corcaigh	46	62	55	58	57
Lárionad 6 Gaillimh (Nóta 2)	84	88	93	109	87
<b>Iomlán</b>	<b>554</b>	<b>567</b>	<b>575</b>	<b>572</b>	<b>628</b>

<b>Iarchéim Iarbhunscoile</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Lárionad 1 Ollscoil Chathair Bhaile Átha Cliath	69	83	84	99	118
Lárionad 2 TCD-MIE-UCD-NCAD	340	365	5	247	225
Lárionad 3 Maigh Nuad	129	158	0	103	103
Lárionad 4 Luimneach	143	162	0	80	79
Lárionad 5 Corcaigh	208	210	3	122	129
Lárionad 6 Gaillimh	266	291	0	155	158
<b>Iomlán</b>	<b>1,155</b>	<b>1,269</b>	<b>92</b>	<b>806</b>	<b>812</b>

Nóta 1: Níl aon shonraí ag an Údarás um Ard-Oideachas maidir leis an Institiúid Oideachais Marino a chuireann cláir ag léibhéal bunscoile ar fáil

Nóta 2: Tá na sonraí ó Choláiste san Aingeal, Sligeach san áireamh i sonraí OÉ Gaillimh

Nóta 3: Tá na céimithe ó Choláiste Mhuire gan Smál (Durlas) san áireamh i sonraí Choláiste Mhuire gan Smál ó 2016/17 ar aghaidh





# Aguisín 5 – Suirbhé ar Rannpháirtíocht na Mac Léinn in Éirinn

Tá an Suirbhé ar Rannpháirtíocht na Mac Léinn in Éirinn ar bun ó 2013. Déantar bainistíocht air mar chomhpháirtíocht chomhoibríoch. Faigheann sé comh-mhaoiniú ón ÚAO, comhlachtaí ionadaíocha na n-institiúidí (Cumann Ollscoileanna Éireann, agus An Cumann um Ardoideachas Teicneolaíochta) agus Aontas na Mac Léinn in Éirinn (USI). Sa suirbhé cuirtear ceisteanna ar mhic léinn maidir lena dtaithí san ardoideachas. Tá sé deartha chun cur le forbairtí sna hinstiúidí agus ag an am céanna chun bearta eolais náisiúnta a chur ar fáil. Tá tuilleadh sonraí ar fáil ag [www.studentsurvey.ie](http://www.studentsurvey.ie).

Leis seo a lenas tá na rátaí freagartha iomlána ar an suirbhé in 2017. Tugtar faoi deara gurbh iad seo a lenas na rátaí freagartha iomlán institiúideacha le haghaidh na gclár go léir.

<b>Ollscoil Chathair Bhaile Átha Cliath</b>	26.3%
<b>Coláiste na Tríonóide, Baile Átha Cliath</b>	24.6%
<b>Institiúid Oideachais Marino</b>	30.8%
<b>An Coláiste Ollscoile, Baile Átha Cliath</b>	23.8%
<b>An Coláiste Náisiúnta Ealaíne agus Deartha</b>	31.5%
<b>Ollscoil Mhá Nuad</b>	27.8%
<b>Ollscoil Luimnigh</b>	14.3%
<b>Coláiste Mhuire Gan Smál, Luimneach</b>	53.7%
<b>Institiúid Teicneolaíochta Luimnigh</b>	34.4%
<b>Coláiste na hOllscoile, Corcaigh</b>	19.5%
<b>Institiúid Teicneolaíochta Chorcaí</b>	32.7%
<b>Ollscoil na hÉireann, Gaillimh</b>	30.9%
<b>Coláiste Oideachais Naomh Angela, Sligeach</b>	14.0%
<b>Institiúid Teicneolaíochta na Gaillimhe – Maigh Eo</b>	30.4%

