

MIE PRESIDENT'S
**ANNUAL
REPORT**

2019-
2020





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CHAIRPERSON'S FOREWARD

Prof. Linda
Hogan

*Chairperson, MIE
Governing Body*



In my introduction to last year's report I commended the Institute's staff and students for continuing to ensure MIE remained relevant and responsive in a demanding educational landscape.

Few could have thought that only one year later the same educational landscape would be almost unrecognisable, if not inconceivable, and the demands placed on all education providers would become so heightened and pressurised, yet never more vital to our society. The academic year 2019-2020 will forever be identified with the nation's response to COVID-19 from March of the second semester. The pandemic has shown that calm, compassionate and assured leadership is required in the midst of tumult and grave uncertainty.

In this regard, on behalf of my fellow members of MIE's Governing Body, I thank Dr Teresa O'Doherty and the members of her Leadership Team, all of whom contribute overviews to this report, for their stewardship of the Institute in 2019-2020. In a time when the effectiveness of forward strategy and planning is negated, almost overnight, and replaced by frantic cycles of call and response decision making, belief and commitment can be sorely tested. The Institute's resolve and responsiveness during the second semester testifies to the fact that the management and staff of MIE are exemplary custodians of the Institute and true proponents of its education mission.

The level of effort expended by all members of MIE staff in this academic year was enormous – and I know the toll of this in terms of the time commitment, fatigue and pressure that everyone bore so well. I express the Governing Body's admiration and gratitude to everyone involved. These efforts and sacrifices were all in the name of ensuring our students' education continued. Our student body should know that the Institute is proud of the way they responded to the physical curtailment of teaching and learning with such positivity and forbearance. MIE is a unique college of education in Ireland in that it offers such closeness of interaction and engagement between staff and students. From March onwards, when we were no longer allowed to be together to benefit from that interaction, it can be said that MIE staff and students still walked side by side.

Global uncertainty continues to prevail at the time of writing, and it would be understandable if the pandemic were to be the dominant theme of this introduction. However, it is heartening to look back on the Institute's operations during 2019-2020, to read about the activities that took place despite the pandemic. Student engagement and support initiatives continued, research projects were applied for and won, the largest quality assurance initiative in the Institute's history was completed, CPD courses for teachers were delivered, workshops for parents were provided, and students submitted their assignments, sat their exams, and some completed their studies with us.

It was certainly an academic year with two very different semesters. It was also a year that again clearly demonstrated that the Institute was relevant and responsive, and indeed - given the showing of its staff and students during the gravest of times – will continue to be relevant and responsive for years to come.

PRESIDENT'S INTRODUCTION

Dr. Teresa
O'Doherty
MIE President



The year 2019-2020 challenged us all – staff and students – like no other. It was a year that saw the necessary pausing of progress towards some of the organisational priorities identified at the beginning of the year in favour of immediate responses to the pandemic from March.

It was a year when we learned about our strengths and our vulnerabilities. It was a year when we learned how much we value each other as colleagues, how much we value our interaction and engagement with students, and how much we value and rely on the Marino community. It was a year when our sense of mission and purpose, our concept of dedicated service, and our commitment to being a positive force in people's lives sustained us through extremely trying circumstances.

The year began on a positive note with an 7% increase in student numbers, with over 3,272 students listing MIE courses in their preferred college choices. The Baitsiléir san Oideachas trí mheán na Gaeilge registered its first intake of students, becoming the first students in the history of the State to be able to enrol in a teacher education degree delivered completely through the medium of Irish. We moved to a new academic year structure with the delivery of some of our undergraduate programmes in a semesterised format. We made key staff appointments in areas such as Student Engagement, Data Protection and Quality Assurance.

We had made steady progress on campus development planning and the drafting of a new Strategic Plan 2021-2026, which were among our key priorities for the year. We also began an extensive quality assurance exercise to implement a new institutional Quality Assurance Framework. All told, the year was progressing very well. Our priorities and our focus changed immediately in March. In the early days of the pandemic, the welfare of our staff and students and their families was more prominent as our core priority. As Government guidance emerged in relation to the provision of online teaching and learning for the remainder of the year, we knew that our actions would need to be swift but measured, ambitious but achievable.

The Institute considers agility to be one of its operational tenets; this coupled with the acuity of our staff across all departments and functions enabled us to respond and reorganise in a rapidly developing and ever-changing environment. We quickly convened a cross-institute COVID-19 Response Committee to manage the internal reorganisation and to implement the actions necessary to ensure that safety was prioritised, the student experience was sustained, and that the pivot to online teaching and learning was effective.

I cannot adequately convey the scale of the effort required from staff from March onwards to ensure the continuity of service, nor can I adequately describe or do justice to the response from my colleagues, suffice to say it was humbling. I will be forever grateful to my colleagues for the commitment, dedication and generosity shown in in the second semester. We located our students' welfare and their academic attainment at the centre of our decision-making. Our students, in turn, responded with understanding, flexibility and positivity. Their character and their calibre as demonstrated this year points to a very positive future for education in Ireland. They have my deepest appreciation – and on behalf of MIE's staff I thank them for their continued contribution to the Institute. The pandemic has demonstrated to staff members and students alike that the Marino experience of partnership and engagement between both is singular in the Irish education landscape.

VISION, MISSION & VALUES OF MIE

MISSION & VALUES OF MIE

Marino Institute of Education has a proud heritage as a provider of higher education for more than one hundred years. Established in 1905 as a centre of Christian Brothers' Education, Research and Teaching, the college became a recognised provider of teacher education in 1929. With the introduction of the Bachelor of Education in 1976, MIE became an Associated College of Trinity. This relationship has blossomed over the years, and in 2011, Trinity College Dublin joined with the European Province of the Christian Brothers to become the co-trustees of Marino Institute of Education.



MISSION

The Mission of Marino Institute of Education states:

Inspired by the Christian vision, Marino Institute of Education is a teaching and learning community committed to promoting inclusion, quality and excellence in education. The dignity and potential of each person is central to our life, work and service.

VISION

Our long-term vision for MIE is that:

MIE will be a centre of global consequence, in teaching and research in the field of education.

Through collaboration and technology, we will extend our geographic boundaries and create momentum for the delivery of new, high quality, innovative programmes in education. We will build critical mass for world-class research in partnership with others, and will foster university-school-community links that contribute to sustainable improvement and renewal across the entire education system.

We will extend our commitment and expertise in the area of inclusion by continuing to conduct research and providing education programmes to empower the socially disadvantaged.

We will lead national and international dialogue regarding the opportunities and challenges pertaining to pluralism and diversity in education settings.



GOVERNANCE

Organisation & Governance

Marino Institute of Education was established as a Charitable Trust by Deed dated October 1991. It is registered with the Charities Regulatory Authority (no.20054786) and is recognised by the Revenue Commissioners as having charitable status (CHY 15693). The Trustees of the Institute are two nominees of the European Province Leadership Team of the Christian Brothers and two nominees of the Board of Trinity College Dublin, and for the period under review, these were:

Br Michael Murray

Br John Burke

Mr Michael Gleeson

Prof Paula Murphy, Registrar of Trinity

MIE's Governing Body operates under an Instrument of Governance, which was most recently revised in June 2016. The Governing Body is charged with governing and controlling all the affairs of the Institute in accordance with the intention of the Trustees, expressed in the seven Guiding Principles:

1

Be ecumenical and respectful of all faith communities

2

Provide a strong element of teacher education

3

Be supportive of the mission of Catholic education by articulating its ethos and by proposing models to implement it

4

Provide education programmes to encourage and empower the poor and disadvantaged

5

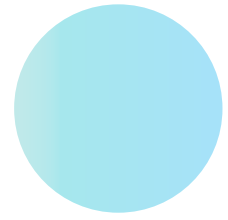
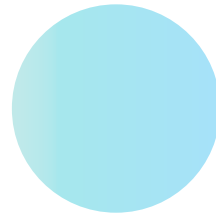
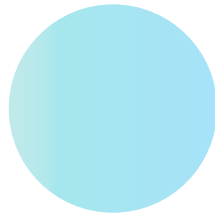
Build a community of learning which is person-centred, respectful of individual differences and accessible to people who are disadvantaged

6

Assist parents to fulfil the responsibilities of their role as educators

7

Respect all truth seekers and defend their right to pursue new knowledge wherever it may lead



Governing Body

The Instrument of Governance (2016) provides for the appointment of a Governing Body to discharge the authority of the Trustees within the Institute. The Governing Body's responsibilities include putting in place a system to oversee the education, training, research, and related activities of the Institute, and ensuring its quality. The primary function of the Governing Body is to set the strategic direction and govern and control the affairs of the Institute in accordance with the intentions of the Trustees, as expressed in the Guiding Principles. The Governing Body meets six times per academic year.

Governing Body Membership 2019-20

Prof Linda Hogan, Chair

Anne McElduff, nominee of the Trustees

Br Declan Power, nominee of the Trustees

Bride Rosney, nominee of the Trustees

Karen Herbert, nominee of the Trustees

Prof Lorna Carson, nominee of the Trustees

Maria Kiernan, nominee of the Trustees

Martin Lynch, elected staff representative

Michael Ryan, nominee of the Trustees

Prof Jürgen Barkhoff, nominee of the Trustees

Dr Rory McDaid, elected staff representative

Dr Seán Delaney, elected staff representative

Prof Declan O'Sullivan, nominee of the Trustees

Orla Birmingham, MIE Student Union representative

Dr Teresa O'Doherty, MIE President, and Craig Larnar, Vice-President for Finance and Professional Services, attend, ex officio, meetings of the Governing Body.

The Governing Body met on the following occasions:

3 October 2019

28 November 2019

6 February 2020

26 March 2020 (via Zoom)

28 May 2020 (via Zoom)

25 June 2020 (Via Zoom)

Governing Body Fees and Expenses

It is the Institute's policy that non-staff Governing Body members may be reimbursed for any expenses incurred in the service of the Institute. The total of such expenses in the year was €154. Governing Body members receive no remuneration for their services as Governing Body members.



GOVERNANCE

Priorities 2019-20

The following items were the identified priorities for the academic year:

PRIORITY	ACTIONS
Implement the revised structures identified as a result of the Organisational Review conducted in 2018-19	Arising from the organisational review, the terms of reference for the Academic Council were redefined and its membership extended. Course boards for each academic programme were established. The Education Office was established as a significant administrative hub for the Institute, and the reconfigured Leadership Team and Ceannairí na Ranna committees were established. Leadership training was provided for all heads of departments.
Complete the Trinity 'Linked Provider' Quality Review in compliance with the Qualifications and Quality Assurance (Education and Training) Act, 2012.	The Institute convened a Quality Working Group to prepare the submission to the Trinity Quality Committee of MIE's quality assurance policies and procedures. The Institute engaged Mazars to support the preparation of this submission. A Quality Assurance Office was established and a QA Officer was appointed. A new QA Framework for the Institute was designed and implemented. The Institute successfully addressed its requirements under the Act.
Harness internal engagement to develop a shared vision and approach to inform the writing of the 2021-2026 Strategic Plan.	The Institute initiated a development schedule for internal staff engagement. A Strategic Planning Staff Committee was convened to manage staff communication and engagement with the overall strategic planning process. An all-staff planning day was delivered. A Strategic Planning Process framework was presented to staff and a series of internal consultation workshops was scheduled.
Revise the Academic calendar to ensure all programmes can be delivered on a semesterised basis from September 2020 onwards.	A series of joint Leadership Team-Ceannairí na Ranna workshops were held to plan and implement semesterisation of the Institute's programmes.
Heighten the Institute's commitment to equality and diversity through focused interventions.	In May 2019 the Institute successfully submitted an application to the EU Asylum Migration and Integration Fund, securing funding to continue the Migrant Teacher Project for a further three years. The Tobar Project received significant funding from the MIE Trust to support its work.
Promote the Irish language throughout the campus in support of the Baitsiléir san Oideachas trí mhean na Gaeilge.	The Institute's Irish Language Scheme was ratified by the Minister for Culture, Heritage and the Gaeltacht, and came into effect in September 2019. An Irish language awareness week was delivered. An Irish language residency scheme was made available through a dedicated Irish block in the MIE onsite student accommodation complex.

PRIORITY	ACTIONS
<p>Enhance training and compliance with all Child Safeguarding, Health and Safety, Dignity and Respect, GDPR and Data Protection policies.</p>	<p>The Institute appointed a Data Protection Officer and an Access Officer. Sexual Consent Training workshops were provided for staff and students. First Responder Training was provided to staff members. The Institute's Health & Safety Team retained the services of a specialist consultancy to support and enhance the implementation of procedures for assessing, managing and recording risks in this area. The Institute's Designated Liaison Person and Deputy Designated Liaison Person continued to ensure that staff members and students completed Tusla's Children First e-learning programme.</p>
<p>Increase resources to support enhanced student engagement and student experience.</p>	<p>A Student Engagement Officer and an Access Officer were appointed. An MIE staff member was appointed to the National Advisory Group for Student Engagement. Student awards evenings were held to celebrate both student achievement across a range of activities, but also to recognise the awarding of Government of Ireland scholarships.</p>
<p>Initiate estates and buildings planning.</p>	<p>The Institute retained the services of a project development company to advise on matters relating to onsite development. An Accessibility Audit was conducted and an action plan developed to ensure the Institute enhances the accessibility of all its buildings.</p>
<p>Market the Institute's programmes to increase visibility on the educational landscape.</p>	<p>The outreach officer for the B.Oid continued to visit schools and engage through the media to promote the Institute. MIE's engagement with social media increased and MIE was represented at numerous national career fairs. Twenty new entrance scholarships were established.</p>
<p>Increase student numbers.</p>	<p>The Institute's student numbers increased by 7% in 2019/2020.</p>
<p>Extend international links and staff/student exchange opportunities.</p>	<p>The Institute successfully passed a HEA audit of its Erasmus+ mobility programme. The Institute applied for renewal of its Erasmus Charter until 2025. The Institute broadened its engagement with HEIs in Austria, Denmark, Latvia, Germany, Spain and Finland.</p>
<p>Engage in national research tenders relevant to the Institute's mission and vision.</p>	<p>The Institute was successful in securing three national research tenders. Staff also partnered with institutions who submitted two successful H2020 applications. Completion of current Erasmus+ projects and two new projects secured. Enhanced visibility of staff at national conferences.</p>

GOVERNANCE

Finance Committee

The Finance Committee met on the following dates:

4 November, 2019

20 January, 2020

9 March, 2020

18 May, 2020, conducted via Zoom

15 June, 2020, conducted via Zoom.

Membership of the Committee for the period under review comprised:

Michael Ryan (Chair), nominee of Governing Body

Karen Herbert, nominee of Governing Body

Dr Teresa O'Doherty, President

Craig Larner, Vice-President for Finance and Professional Services

Finance Update

	2017/18	2018/19	2019/20 (FORECAST)
Total Income (€'000s)	11,730	14,459	13,946
Student Numbers	849	1058	1,129



Primary Energy Usage

Marino Institute of Education is very conscious of its environmental performance and has been working consistently over the last number of years to reduce its energy use and ultimately its CO₂ emissions. Despite an increase of more than 30% in student numbers since 2016, energy usage has only increased by 16%, there has been a consistent reduction in the energy usage per student, as well as a significant reduction on CO₂ emissions. As can be seen in the table below, which outlines energy usage in the Institute's teaching and learning spaces, the CO₂ emissions per student in MIE has fallen quite significantly in the six years from 2014 to 2019. This reflects the improvements in our use of energy on Campus. This followed our investment in a significant energy efficiency programme with Veolia with grant aid from the Sustainable Energy Authority of Ireland (SEAI) a number of years ago. It also demonstrates the efficiencies per student due to the increase in student numbers attending MIE. We calculate CO₂ emissions by using the Business in the Community (BITC) carbon reporting methodology for gas and electricity. As more renewables are being generated in Ireland, the electricity on the transmission system is becoming cleaner year on year, so the carbon emissions factor is reducing which is a contributor to this reduction in CO₂ emissions.

Year ending 31 Dec	Gas Consumption (kWh)	Gas Consumption (kWh) Per Student	Electricity Consumption (kWh)	Electricity Consumption (kWh) Per Student	CO ₂ emissions (Tonnes)	CO ₂ emissions (Tonnes) Per Student
Base Year 2014	1,955,460	2,566	779,623	1,023	650	0.85
2015	1,316,864	1,577	650,722	779	499	0.59
2016	1,413,215	1,692	643,534	770	496	0.59
2017	1,561,179	1,838	604,208	711	484	0.57
2018	1,748,938	1,642	575,972	540	489	0.46
2019	1,816,864	1,590	584,733	512	483	0.42

Audit Committee

Membership of the Audit Committee comprises:

Jim Bradley, Chair, nominated by Governing Body

Anne McElduff, representative of Governing Body

Craig Larnar, Vice-President for Finance & Professional Services

Karen Herbert, representative of Governing Body

Dr Teresa O'Doherty, President

The Audit Committee met on the following dates:

• 28 November 2019

• 6 February 2020

GOVERNANCE

Academic Council

An expanded Academic Council, with new terms of reference agreed in October 2019, met five times during 2019-2020. For the period under review, the Academic Council comprised the following members:

Dr Teresa O'Doherty (Chair)

Dr Seán Delaney, Registrar and Vice President for Academic Affairs

Bride Rosney, nominee of Governing Body

Prof Lorna Carson, nominee of Governing Body

Amy Rafferty, nominee of MIE Students' Union

Dr Michael Flannery, Head of Department and course leader of the BSc in Early Childhood Education.

Dr Anne Ryan, Head of Department

Dr Rory McDaid, Head of Department and course leader for the Masters in Education Studies programmes

Dr Alison Egan, Director of IT Services

Genevieve Larkin, Director of Library Services

Dr Karin Bacon, elected staff representative

Dr Gene Mehigan, Vice President Education and Strategic Development

Dr Joan Kiely, Dean, School of Education: Curriculum and Childhood, course leader for the B.Ed.

Dr Sandra Austin, elected staff representative

Dr Barbara O'Toole, Head of Department and course leader for the Professional Masters in Education

Dr Jennifer O'Sullivan, elected staff representative

Aodán Mac Suibhne, Head of Department and course leader of the B.Oid.

Dr Julie Uí Choistealbha, Dean, School of Education: Policy, Practice and Society, course leader for the B.Sc. in Education Studies

Áine Murray, representative of MIE Students' Union

Clíona O'Connor, representative of MIE Students' Union

Dr Denis Robinson, course leader of the MES in Christian Leadership

Academic Council met on the following dates:

21 October 2019

20 January 2020

2 March 2020

27 April 2020 (conducted via Zoom)

27 May 2020 (conducted via Zoom)



Leadership Team

The Leadership Team advises the President in relation to the day-to-day activities of MIE. In that capacity the Leadership Team oversees quality assurance, and implements policies and strategies adopted by the Governing Body. The Leadership Team deals with all operational matters affecting the Institute. The Leadership Team makes recommendations on delivery of strategy and commissioning plans and takes day-to-day decisions on performance management and risk management to provide robust assurance to the Governing Body. The Leadership Team met 25 times during 2019-2020 on the following dates:

26 August 2019	19 November 2019	11 March 2020	3 June 2020
11 September 2019	9 December 2019	30 March 2020	17 June 2020
25 September 2019	13 December 2019	7 April 2020	2 July 2020
9 October 2019	8 January 2020	21 April 2020	10 July 2020
21 October 2019	27 January 2020	29 April 2020	
6 November 2019	12 February 2020	14 May 2020	
12 November 2019	24 February 2020	20 May 2020	

All meetings from 30 March were conducted via Zoom.

Composition of the Leadership Team

The Leadership Team comprises:

Dr Teresa O'Doherty, MIE President (Chair)

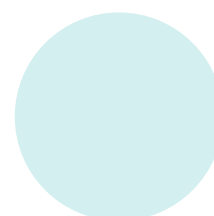
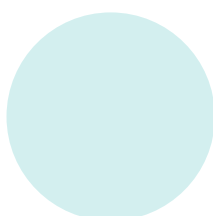
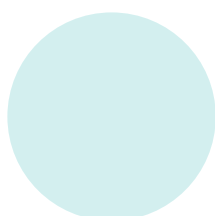
Dr Seán Delaney, Registrar and Vice President of Academic Affairs

Dr Gene Mehigan, Vice President of Education and Strategic Development

Craig Lerner, Vice President for Finance and Professional Services

Dr Joan Kiely, Dean of Education: Curriculum and Childhood

Dr Julie Uí Choistealbha, Dean of Education: Policy, Practice and Society



GOVERNANCE

Quality Assurance

In 2019-2020, MIE engaged in an extensive quality assurance exercise to implement a new institutional Quality Assurance Framework. This work emphasised the Institute's commitment to promoting quality and excellence in education, as a linked provider and Associated College of Trinity College Dublin, the University of Dublin, and underpinned the Institute's goal of seeking to achieve continuous improvement through transparent and critical reflection of all its activities. The Institute's quality assurance responsibilities are outlined under the Qualifications and Quality Assurance (Education and Training) Act, 2012. Section 33(1) of the Act requires that "a linked provider shall submit a draft of the proposed procedures to the relevant designated awarding body for approval". In compliance with the Act, MIE was involved in an intensive quality review of its policies and procedures by Trinity in 2019-2020. To manage this review process, MIE established a Quality Working Group to oversee and lead the enhancement of quality assurance policies and procedures in the Institute. The Quality Working Group, supported by Mazars, reviewed in excess of 140 policies, procedures and quality-related documents, and established a dedicated Quality Assurance Framework to govern the Institute's commitment to quality assurance.

The Quality Working Group recommended and subsequently implemented the establishment of a Quality Committee for the Institute and appointed a Quality Officer with responsibility for the day-to-day running of MIE's Quality Assurance Office. An inventory covering all MIE policies and procedures was developed by the Quality Officer and is available to access via the MIE website, providing students, staff and associated stakeholders of the MIE community with a centralised quality assurance resource.

The following quality assurance processes were also conducted during the period under review:

Qualifications Authority Board (QAB) Review of Bachelor of Science in Early Childhood Education

In spring 2020 a review of the B.Sc. in Early Childhood Education was undertaken by the Qualifications Authority Board (QAB) under the Department of Education and Skills (DES) and the Department of Children and Youth Affairs (DCYA). This involved a comprehensive self-assessment from MIE to address how the programme met the criteria as set out by the QAB and a subsequent review by the Professional Award Criteria and Guidelines committee within the DES. The review was successful, with the programme being recognised in May 2020.

B.Sc. Education Studies External Review

Arising from the external review of the B.Sc. Education Studies programme in 2019, all recommendations from the external peer review team were acted on and fully embedded in the programme provision in 2019-2020. These included adding two additional learning outcomes, structuring the content under eight themes, and providing ECTS credits for education setting placements undertaken by students. The findings and

recommendations from this review have informed and strengthened all aspects of the curriculum delivery, ensuring the programme continues to thrive.

Trinity International Foundation Programme Strategic Curriculum Review

A Strategic Curriculum Review of the Trinity International Foundation Programme was undertaken during the academic year 2019-2020. Because of the pandemic, the programme review was carried out through virtual means, including one full day of virtual meetings with various stakeholders. Positive feedback on the programme was received from the external peer review panel in relation to the: strategic context; planning and management; programme content and structure; research-informed teaching and practice; monitoring and feedback; the experience of students and staff; and resources and facilities. In line with the terms of reference agreed for the Strategic Curriculum Review, the process included focus groups with students, staff, employers, graduates and placement providers as well as showcases of student work. The development of an implementation plan based on the findings of the review is underway.

Safeguarding

The Designated Liaison Person (DLP) for MIE is Dr Julie Uí Choistealbha. The Deputy Designated Liaison Person is Mr Ciarán Fogarty. Safeguarding training forms part of the induction sessions for all new staff. All staff are Garda Vetted and are asked to complete Tusla's Children First e-learning programme. Students receive input on safeguarding matters during their placement preparation lectures. They too are Garda Vetted and complete the Tusla e-learning programme in advance of placement.

Data Protection Office

In December 2019 a designated Data Protection Officer (DPO) was appointed to assist in monitoring internal compliance with the GDPR, provide advice and guidance on policy review and development, oversee data protection awareness and training, and deliver support and advice with regard to data protection laws and requirements. As approved by Governing Body, a comprehensive Data Protection programme has been initiated throughout MIE to promote a culture of Data Protection/ GDPR awareness and compliance. The Data Protection Officer (DPO) reports directly to the MIE President, and has been involved in the upskilling of Data Champions within each department and the rolling out of e-learning modules to all staff.

Scéim Teanga Institiúid Oideachais Marino - Official Languages Act (2003) Language Scheme

MIE's Irish Language Scheme was ratified by the Minister for Culture, Heritage and the Gaeltacht and came into effect on 9 September 2019. A significant amount of the scheme's objectives were achieved in its first year. All menus and signage in Blasta and Costa Coffee are now in Irish and English. MIE's official Instagram page is run through the medium of Irish and both Irish and English are used on MIE's official Twitter account. The most common forms that students request from the Registrar's Office are published bilingually online and bilingual hardcopies are made available as soon as possible if they are not available at the time of request. An Irish language awareness week-long campaign (Seachtain na Gaeilge) was held in March 2020 to promote the Irish language in the Institute for both staff and students. Irish classes for staff at beginner and CEFR B1 level started in September 2019. Staff and student ID cards have also been made available in Irish and English. Student achievements include the opening of 'An Cheathrú Ghaeltachta' which led to the successful

'Tae agus Plé' weekly event, and a group attending Oireachtas na Samhna 2019 in City West for the first time. Workshops for the student society 'An Cumann Gaelach' were also organised with Conradh na Gaeilge.

Tháing Scéim Teanga Institiúid Oideachais Marino (ceadaithe ag Oifig an Choimisinéara Teanga) i bhfeidhm ón 9 Meán Fómhair 2019 agus tá líon suntasach de chuspóirí na Scéime bainte amach sa chéad bhliain. Tá gach biachlár agus comhartha i mBlasta agus i gCaifé an Chlabhastra i nGaeilge agus i mBéarla anois. Ritear leathanach oifigiúil Instagram IOM trí mheán na Gaeilge agus úsáidtear Gaeilge agus Béarla ar chuntas oifigiúil Twitter IOM. Foilsítear go dátheangach ar líne na foirmeacha is coitianta a bhíonn á lorg ag mic léinn ó Oifig an Chláraitheora agus cuirtear cruachóipeanna dátheangacha ar fáil chomh luath is féidir nuair a lorgáitear iad. Bhí Seachtain na Gaeilge ar siúl i Mí an Mhárta 2020 chun an Ghaeilge a chur chun cinn i measc na foirne agus i measc mhic léinn na hInstitiúide. I mí Mheán Fómhair 2019, cuireadh tús le ranganna Gaeilge do thosaitheoirí ar an bhfoireann agus dóibh siúd ar an bhfoireann a bhí ag iarraidh díriú ar Léibhéal B1 den FTCE (An Fráma Tagartha Comónta Eorpach). Tá cártaí aitheantais don fhoireann agus do mhic léinn ar fáil i nGaeilge agus i mBéarla anois chomh maith. Ceann de na céimeanna chun cinn is mó a tógadh ná oscailt 'An Cheathrú Ghaeltachta' do na mic léinn a chruthaigh an t-imeacht seachtainiúil 'Tae agus Plé'. Forbairt shuntasach eile ab ea cuairt ghrúpa de mhic léinn ó IOM ar Oireachtas na Samhna 2019 in Iarthar na Cathrach don chéad uair. Eagraíodh ceardlann do Chumann Gaelach na hInstitiúide le Conradh na Gaeilge chomh maith.



RESPONDING TO COVID-19

The COVID-19 Response Committee was established in early February 2020, under the chairmanship of Dr Seán Delaney, Registrar and Vice-President of Academic Affairs, and met on an almost weekly basis. This committee considered all aspects of MIE's response to the multiple challenges posed by the pandemic, and made recommendations to Leadership Team on actions to be undertaken.

Membership of the Committee during the 2019-2020 academic year included:

Chair - Dr Seán Delaney

Academic – Dr Julie Uí Choistealbha

Academic – Dr Joan Kiely

Academic – Dr Barbara O'Toole

Administration – Felicity Scriver

Conferencing and Facilities - Ciarán Fogarty

Finance – Craig Lerner

Access – Louise Condon

Health – Dr Derek Murphy

HR – Niall O'Neill

IT Director – Dr Alison Egan

IFP – Brendan White

Library – Genevieve Larkin

Library – Dr Johannah Duffy

Pastoral Care – Dr Anne Ryan

Placement – Dr Rory McDaid

Placement – Mairéad Minnock

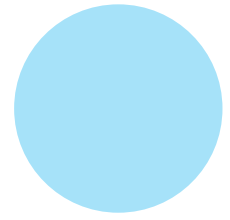
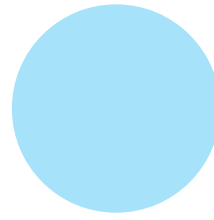
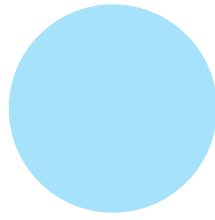
President – Dr Teresa O'Doherty

Secretariat – Danielle Montgomery

Students' Union President – Orla Birmingham

Staff Representatives - Treasa Uí hÉimhrín and Martin Lynch

VP for Education and Strategic Development - Dr Gene Mehigan



Two Covid Compliance Officers were appointed, namely Ciarán Fogarty and Ian Blount, who have been responsible for ensuring that the campus facilities and activities are in line with government advice. A Return to Work on Campus committee was also established. This committee includes Niall O'Neill (Chair), Ciarán Fogarty (Compliance Officer) Treasa Uí hÉimhrín and Martin Lynch (Lead Staff Representatives), and meets when required.

The integration of technology in education came into sharp focus due to a decision by the Government on 12th March to close all on-campus activities in HEIs and MIE responded with a rapid pedagogical pivot, and all teaching, learning and assessment from 16th March was conducted on-line. Led by Dr Alison Egan, Director of IT, the TELMiE about IT project (Tell Me about IT) was established. This project had four main strategic priorities which were:

- Online synchronous and asynchronous continued provision of courses to students
- Equity of access and universal design
- Technology enhanced learning for all courses
- Technological self-efficacy in online delivery for staff

A TELMiE Champion was identified in each academic department in MIE and using a 'train the trainer' approach each champion was trained in the use of interactive features of the virtual learning environment. The TELMiE champion would then train their colleagues to use these tools and such an approach ensured all local departmental subject requirements were catered to. One of the main objectives of the TELMiE project was to ensure students gained a consistent online experience, no matter their connection speed, device or location. The tools and skills necessary to deliver online content

successfully included podcasting, virtual classrooms, e-facilitation and HTML5 interactive content. TELMiE champions started their training in June and sessions were held twice a week. Video guides on each of the TELMiE tools were also created by the IT Department, and made available for all staff on the institutional virtual learning environment and YouTube channel. The overall objective of the TELMiE project was to ensure all staff were prepared for synchronous and asynchronous online delivery in time for 'return to campus' in autumn 2020.

Additional resources were required within the IT Department and two new positions were created - a technical position and an instructional designer/ e-learning officer post. These posts were filled in summer 2020.

The student accommodation blocks remained open during the period following the lockdown, and where students vacated their accommodation, refunds were made.

All end-of-year examinations and related activities were completed remotely. Typically, this involved replacing examinations with online, open book exams. Documentation that previously would have been reviewed on campus by external examiners was made available to them securely on Moodle, the virtual learning environment. Virtual Examination Courts were held and all Registrar's Office activities were completed in compliance with published schedules.



LEADERSHIP REPORTS

Overview from Dr Seán Delaney

*Registrar and Vice-President
of Academic Affairs*



The academic year 2019-20 was an eventful one for the Registrar's Office. In September 2019 we welcomed Robbie Irwin as Student Engagement officer, who was joined by Louise Condon, our Access Officer in January 2020. Our Admissions' Officer, Eimear Breathnach, left MIE to pursue her career at Waterford Institute of Technology, and was replaced by Laura Finnegan. Finally, the Assistant Registrar, Shauna Cassidy, took up a position in the Institute of Banking and we welcomed Dr Holly Foley as the new Assistant Registrar in August 2020. In July 2020 we celebrated Mai Ralph's 30 years of contribution to MIE and thanked her in particular for her contribution as Exams Officer in the Registrar's Office.

The Institute's bespoke Student Records' System (Maestro) made the transition from Version 4 to Version 5 under the stewardship of Piotr Korta. This updated version introduces new efficiencies and capacities to our records' system.

MIE established new scholarships for incoming first year students; 20 bursaries each valued at €500 will be awarded to students who have demonstrated leadership in Arts and Culture, Sports, Volunteering, Cur Chun Cinn na Gaeilge, and Academic Achievement. The inaugural alumni awards were presented at the MIE undergraduate graduation ceremony.

Admissions

In 2019/20 a total of 3,272 students listed MIE courses in their preferred college choices. The points for entry to MIE's Bachelor in Education Primary Teaching degree were 453, while entry to MIE's Baitsiléir san Oideachas trí mheán na Gaeilge required 491 points. In total there were 1,129 registered undergraduate and postgraduate students in 2019-20, reflecting an increase in student numbers of 7% on the figure registered in 2018-19. Of these approx. 93% came from 26 counties across the island of Ireland, while the remaining 7% came from 17 EU and non-EU countries, notably China, Kuwait and Saudi Arabia. In 2019-20, 83% of the student population was female and 17% was male, while 72% of all students were registered on undergraduate programmes, while 28% were on postgraduate programmes.

Access

MIE reserves 15% of places on undergraduate courses for HEAR (Higher Education Access Route), DARE (Disability Access Route to Education) and mature students. In 2019/2020, 16 students entered via HEAR and 16 students entered through DARE. However, reflective of the increasing numbers of students from lower socio-economic backgrounds in higher education, 25% of all students entering MIE were in receipt of SUSI grants. The Institute is committed to increasing access to its programme provision and, as part of the Leinster Pillar 1 Cluster, is fully engaged with the HEA's Programme for Access to Higher Education (PATH). MIE is a partner in the following PATH initiatives: the I Can Teach project, which is coordinated by Trinity College Dublin under the PATH 1 strand; the 1916 Bursary Programme under the PATH 2 strand, which is coordinated by UCD; and the Bridges to Education project, which is coordinated by UCD under the PATH 3 Strand.

As part of the institutional restructuring process, programme boards were established for all programmes. Student representation is an important aspect of each of these boards, and the Institute participated in the annual national Student Survey. Our response rate of 46% in 2019 (the last year for which data are available) was the third highest in the country, enhancing the confidence one can have in the study's findings. One of the most gratifying results of the survey was that when students were asked if they could start over again, would they attend the same institution they are currently attending, nine in every ten students in MIE responded either "probably yes" or "definitely yes."



LEADERSHIP REPORTS

Overview from Dr Gene Mehigan

*Vice President for
Education and
Strategic Development*



Following the agreement of staff and the Governing Body, the academic year 2019-2020 saw the establishment of two new academic schools within the remit of the Vice President for Education and Strategic Development. The *School of Education: Curriculum and Childhood* is led by Dr Joan Kiely, Dean of Education and comprises of the Department of English and Roinn na Gaeilge, under the leadership of Aodán Mac Suibhne, Department of Inclusion, Religious Education and Student Life led by Dr Anne Ryan, and the Department of Arts, Mathematics, P.E. and Early Childhood, led by Dr Michael Flannery.

The Department of Policy and Practice, led by Dr Rory McDaid, and the Department of Education for Sustainability, Global Diversity and Intercultural Education led by Dr Barbara O'Toole, make up the *School of Education: Policy, Practice and Society* under the stewardship of Dr Julie Uí Choistealbha, Dean of Education.

Within these schools of education lie the undergraduate and postgraduate programmes which form the core of educational provision at MIE. These include four undergraduate Level 8 degree programmes, a Professional Masters in Education, a Post Graduate Diploma in Further Education, the Trinity International Foundation Programme, a Certificate in Spirituality and Human Development, and a suite of Master in Education Studies programmes.

A major developmental focus in 2019-2020 was the move to a new academic year structure. This new structure was predicated on the delivery of undergraduate programmes in a semesterised format, whereby modules are delivered and assessed within a teaching period. The change in the structure of the academic year will facilitate the assessment of modules at the end of the relevant teaching block. In this way, modules delivered in any one semester can be assessed at the end of that semester. The successful process of semesterisation for the BSc in Early Childhood Education degree in 2019 provided an invaluable template for semesterising all our undergraduate programmes for the 2020-2021 academic year.

In 2019-2020 the landscape of Higher Education continued to be monitored for relevant policy developments at national and international levels and their implications for the MIE. During this time MIE submitted institutional responses to the following policy documents:

- *Department of Education and Skills' Policy Statement for Initial Teacher Education*
- *Céim: Standards for Initial Teacher Education, including School Placement*
- *Developing a Teacher Demand and Supply Model for Ireland 2020-2036*

dispositions of practice
dispositions
self-regulation
metacognition
grapheme
adhbanna múinte
proximal development
collaboration
emergent curriculum
mark making
feidhmeanna teanga
graphical skills
blended learning
dialogue
phoneme
feasach
pe
stra
uideach

LEADERSHIP REPORTS

Overview from Craig Larner

*Vice-President for Finance
and Professional Services*



In August 2019, following the organisational review process, my position as Chief Financial Officer which I have held since 2001, was recalibrated and I was appointed to the position of Vice-President for Finance and Professional Services (VPF). The position has a broad remit, with responsibility for Finance, IT and eLearning, Conferencing and Facilities, Human Resources, Library Services and the Education Office (shared professional services / administrative support function).

As VPF I am a member of MIE's executive Leadership Team and the Westcourt Executive Committee, which oversees management of the on-campus student accommodation. I also attend Governing Body meetings, and am a member of several Governing Body sub-committees: Finance Committee, Audit Committee and the SCG/OCG Steering Committee.

Operationally, key priorities for 2019-2020 were overshadowed by COVID-19 from March 2020, and extensive efforts were made in all areas to respond to the unprecedented challenges it presented. Nonetheless, the rolling out of the Higher Education Payroll Shared Services project continued, led by Deirdre Mullholland, the Finance Manager. The Education Office which was newly created in August 2019, centralised for the first time the Institute's administrative support function, under Education Office Lead, Felicity Sriver who has embraced the challenges of creating a cohesive and responsive support service. In addition, there were significant developments in the Library.

Driven by the key strategic priorities of collaboration, engagement and quality service and enhancing student life at MIE, the Library began a programme of modernising its physical infrastructure, including a lobby refurbishment, new automated sliding doors, additional sockets and the installation of a self-issue kiosk. To enhance the digital infrastructure and streamline the user experience for both staff and students, the Library worked with the IT department to implement Single Sign On for its online resources and other applications. Streaming videos and access to key multidisciplinary database Academic Search Complete were added to the thousands of eBook

titles and academic databases in the Library's existing collections. In order to build on the body of national and international research on teaching and learning, the Library continued work on the MIE Institutional Repository within Trinity's Access to Research Archive (TARA) and were delighted to create a new collection dedicated to showcasing the Student Teacher Educational Research (STER) open access journal. A collection of electronic student theses was also created in TARA, broadening the readership and impact of research conducted at MIE. Alongside colleagues in the Department of Arts, Mathematics, PE, and Early Childhood, the Library contributed to the launch of a new Arts and Culture in Research Repository (ACERR) on the Digital Repository of Ireland open access platform, facilitating long-term preservation of arts in education content from a broad range of institutions.

The Conference Centre began the academic year 2019/2020 in a very strong position with high demand and very many repeat clients. The academic year always

begins with good numbers of international students coming to us through Emerald Cultural Institute (ECI). We continued to work with many national and international organisations like Badminton Ireland, The Irish Prison Service, WIT, Ulster University, the NCCA and Open Training College to name but a few. A highlight came in early January when the sun shone and we welcomed the then Taoiseach, Leo Varadkar TD and the full cabinet for a full cabinet meeting in MIE. This was an historic first cabinet meeting to be held in North Dublin. We very much thank Finian McGrath TD for nominating MIE as a venue.

Closure of the Institute and all education settings for in-person on-campus activities in mid-March devastated the Conference Centre business and all activities stopped abruptly as we complied with necessary public health guidance. The impact of COVID-19 on the Centre has been severe, and alternative approaches to providing conferencing support into the future are being considered.



LEADERSHIP REPORTS

Overview from Dr Julie Uí Choistealbha

Dean of Education, School of Education: Policy, Practice and Society



The School of Education: Policy, Practice and Society is only a year old, but the year that has passed has taught us more about the interlinked nature of education policy and education practice and the impact of both on society than we could ever have imagined. This year has been characterised by the rapid formulation of new national policies to safeguard all citizens and a very public discourse on the practices of teaching and learning across all levels of the education system. This has brought the work of the School of Policy, Practice and Society into sharp focus. The work of the school is multifaceted, dynamic and responsive to change. It is split between two departments – the Department of Policy and Practice and the Department of Education for Sustainability, Global Diversity and Intercultural Education.

The Department of Policy and Practice, under the stewardship of Dr Rory McDaid focuses on the placement elements of the B.Ed., B.Oid., PME, B.Sc. in Education Studies, the PDE (FE) and the B.Sc. in ECE; leadership of courses such as the PDE (FE) and the Masters courses; projects such as the Migrant Teacher Project; curricular areas such as psychology, ICT and research methods as well as teaching and learning modules and reflective practice.

The Department of Global Diversity, Sustainability and Intercultural Education, led by Dr Barbara O'Toole, embodies the national and global reach of the Institute. The work of the department includes course leadership of the PME and the International Foundation Programme; projects such as the DICE project; curricular areas such as SESE, sustainability, philosophy, language acquisition and SPHE, and community involvement such as the MIE Community Garden and board membership of the Glasnevin Trust.

As Dean of the School, my work also includes course leadership of the B.Sc. in Education Studies. The past academic year has been a milestone in the life of this course as we progressed through an external programme review and into a programme reconfiguration process. The programme explores the *breadth* of education with new modules such as

Education for Sustainable Development, and Education and Sport (Inclusion, diversity and diversion) as well as the depth of education with themes over the four years including the foundations of education, work-based learning, applied learning, arts, culture and sport, SEN and leadership.



LEADERSHIP REPORTS

Overview from Dr Joan Kiely

*Dean of Education,
School of Education:
Curriculum and
Childhood*



The School of Education: Curriculum and Childhood comprises three departments: Department of English and Roinn na Gaeilge, Department of Inclusion, Religious Education and Student Life and the Department of Arts, Mathematics, P.E. and Early Childhood. The School is home to three of the Institute's four undergraduate degree programmes: The Bachelor of Education (B.Ed.), the largest of the Institute's degree programmes; the Baitsiléir san Oideachas tri mheán na Gaeilge (B.Oid.), Ireland's only under-graduate teacher education programme mediated completely through the Irish language; and the Bachelor of Science in Early Childhood Education (B.Sc. in ECE).

The B.Ed. degree prides itself on the emphasis it puts on the links between theory and practice throughout the degree. To that end, there are ongoing collaborations with local primary schools in relation to the B.Ed. Teaching and Learning (Approximations of Practice) module, P.E. and Visual Arts. Research is at the core of every lecturer's work and there were research publications in the area of Gaeilge, P.E., Music, Literacy, SESE, the Arts, Religious Education, Inclusion and Maths during the 2019-2020 academic year. 2019-2020 was a historic year for Marino Institute of Education as it marked the first year of the B.Oid. degree. Led by Aodán Mac Suibhne, head of the Department of English and Roinn na Gaeilge, MIE welcomed students from the Gaeltacht area, Gaelscoileanna and English medium schools around the country. Marino's Roinn na Gaeilge also holds national responsibility for the Irish language requirement (ILR – SCG - OCG) for primary teachers who received their teacher education abroad.

The B.Sc. in Early Childhood Education degree celebrated the graduation of its first group of students in December 2019. The Early Childhood programme is grounded in cutting edge research and this is facilitated by research-active staff who are currently engaged in commissioned research projects on behalf of organisations such as the National Council for Curriculum and Assessment (NCCA), The Children's Research Network and the Department of Children and Youth Affairs (DCYA).

The MES in Early Childhood Education has been running since 2014 and it consistently attracts large numbers of students from both the early years' sector and primary schools. Graduates are to be found in leadership positions in various contexts (e.g. DCYA, Síolta Coordination, County Child-Care Committees, Better Start, school principals and Early Years' settings management) throughout the country.



PROGRAMMES UPDATE

Baitsiléir san Oideachas tri mheán na Gaeilge

2019/2020 was a historical year in Marino Institute of Education when for the first time in the history of Irish education, students were enrolled on a primary level four-year teacher education degree to be delivered completely through the medium of Irish. Thirty-six students in all registered on the degree, two coming from the Gaeltacht, 15 from Dublin and the others from 15 different counties. Attending the induction day for the programme, the then Minister for Education, Joe McHugh, T.D., stated: "This is an important day in the history of Irish education. It is a privilege to be with the students and wish them well in their journey to becoming teachers. In a few years these young graduates will be key to instilling passion for the Irish language in school children, whether

that's in a Gaeltacht primary school or in a Gaelscoil. They will also be key to delivering all of the primary curriculum through Irish." Some of the students availed of the Irish language residency scheme and took up accommodation in the reserved Irish Block in the Marino on-campus apartments. To promote the speaking of Irish by all students at MIE "the Gaeltacht Quarter" in the Students' Space was established and weekly 'Tae is Plé' sessions are organised by the Students' Union in association with the Oifigeach na Gaeilge. The end of the year questionnaire returned by the students revealed high levels of satisfaction with the atmosphere in Marino, that the degree is completely through Irish and that Irish is their language of communication at all times on the course.



Trinity International Foundation Programme

The International Foundation Programme is a one-year pre-undergraduate programme with the aim of equipping future undergraduates with the appropriate English language and discipline specific academic and learning skills to prepare them to undertake full-time undergraduate studies at Trinity College Dublin and Marino Institute of Education. The programme consists of core modules of English for Academic Purposes and Mathematics as well as subject specific modules in the two main streams namely Engineering & Science and Business, Economics & Social Sciences.

The fourth cohort of 65 students from 13 different national backgrounds entered the programme in September 2019 from countries as diverse as China, Kuwait, Turkey and Russia. The majority of students progressed to health science and technology related courses in Trinity with approximately a third opting for business and social science undergraduate programmes. Although students had to finish the final one-third of their programme remotely due to COVID-19 restrictions, in total more than 90% met the requirements to enter Trinity at the end of their course. In addition to academic coursework, staff and students on the IFP engaged in MIE community activities in Irish language, music and sports.

The students enjoyed a number of events throughout the year. On 2nd November, 24 of the crew engaged in a fun-filled visit to the Cliffs of Moher and Galway city. On 14th November, they set out for Ireland's Ancient East to first-hand experience our Neolithic tombs from a researcher's perspective. The tour formed an integral part of their Newgrange poster project that culminated in a group poster presentation later that month. On 23rd January Yueying Wu, Cheng Zhang, Zhongyuan Liu and Zehao Yu were awarded their global scholarship for excellence certificates from Professor Juliette Hussey, Vice President for Global Relations at a ceremony held in TCD.

Seachtain na Gaeilge at the beginning of March proved a magical affair for some IFP students spending an evening in the Ráth Chairn Gaeltacht listening to songs and dancing the night away. The group's final activity before the lock down was on 3rd March when the Science students had an opportunity to take part in a biology lab in the TCD science department facilities, a glimpse into their future student lives.



CONTINUING PROFESSIONAL DEVELOPMENT

With COVID-19 came the challenging yet opportunistic transition to digital teaching and learning at primary level. A rethinking of learning styles and approaches was essential and this left many teachers determined to reconsider, refresh and rethink their classroom practices for the return to school in autumn 2020. A significant appetite for and uptake of online CPD for teachers ensued and more than 1200 teachers completed on-line summer programmes in the following areas:

Special Education: A Practical Approach, facilitated by Miriam Colum, Department of Inclusion, Religious Education and Student Life, and Adrian Lohan, Bracken Educate Together N.S.

Teaching and Learning in the Early Childhood Setting, facilitated by Sinéad McCauley Lambe and Clara Maria Fiorentini, from the Department of Arts, Mathematics, PE and Early Childhood and the Department of English and Roinn na Gaeilge respectively.

Digital Technologies for Teaching, Learning, Leadership and Management in the Primary School was designed and facilitated by Ciara Reilly, from the Department of Policy and Practice.

Teachers and the Law facilitated by David Ruddy BL from Mason Hayes & Curran LLP.

An Cháilíocht sa Ghaeilge

Marino Institute of Education is responsible for all aspects of the administration of An Cháilíocht sa Ghaeilge (Irish Language Requirement). An Cháilíocht sa Ghaeilge is the Irish-Language qualification which the Teaching Council requires Primary Teachers who qualify outside of the state to attain in order to be fully recognised as Primary Teachers in the Republic of Ireland. The project was initially granted to MIE following a competitive tendering process and was funded by the Department of Education and Skills. It is now a self-funded project, which is co-ordinated by Peadar Mac Giolla Bhríghde. Máire Áine Ní Dhonnchadha provides administrative support to the project and Aodán Mac Suibhne and Dr Marie Whelton oversee all aspects of academic quality. The project is monitored by a Sub-Committee of the Governing Body (Coiste Stiúrtha an S.C.G.) which meets three times each year. In 2020, a total of 182 teachers undertook the Irish Language Requirement remotely - 83 candidates undertook the Scrúdú le hAghaidh Cáilíochta sa Ghaeilge (SCG – Aptitude Test route) and 99 candidates undertook Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge (OCG – Adaptation and Assessment route). Two hundred and fifty one School Visits were undertaken and 590 Examination Scripts / Oral Recordings were assessed by the SCG/OCG Team.



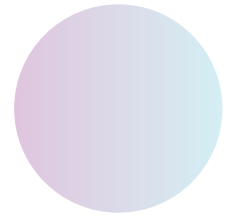
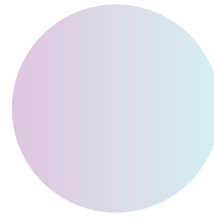
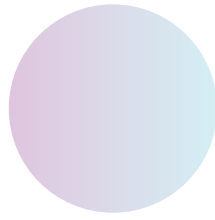
INTERNATIONAL ACTIVITIES

Allied to local provision of education programmes, internationalisation is also a feature of student and staff life in MIE. This is achieved through partnership with schools and services, and other national and international institutions and programmes. To illustrate the breadth of our international activity, a few examples are illustrative:

Erasmus+ Mobility

In 2019/20 MIE welcomed Erasmus+ mobility students from two universities in Spain (Universitat Autònoma de Barcelona and Universidad Europea del Atlántico, Santander) and one university in Portugal (Instituto Politécnico de Setúbal). The students studied modules on the B.Ed., Education Studies and ECE courses. They also engaged in modified placement programmes which allowed them to experience the Irish primary education system. Four MIE students travelled to universities in Denmark and Belgium for their Semester 2 studies. In Denmark, three ECE students completed the 'Crossing Borders' Programme in University College South Denmark which is located in Aabenraa. This programme explored cultural diversity in education and included an extended placement in a Danish ECE setting. One Education Studies student completed a different 'Crossing Borders' Programme in Karl de Grote University in Antwerp. This programme took an interdisciplinary and transcultural approach to exploring topics such as super-diversity, poverty, education and liveability.





Partnership with NHL Stenden, the Netherlands

MIE's relationship with NHL Stenden in the Netherlands developed considerably this year. In November, a group of more than 20 B.Ed. 2 students travelled to Leeuwarden as part of their 'Alternative Education Placement'. The students visited trilingual primary schools, attended sessions in NHL Stenden and engaged in cultural activities. Also in November, a group of thirty B.Ed. students from the Netherlands visited Marino for a study visit focused on language learning. This visit included lectures, school visits and cultural activities. Two final year B.Sc. in Education Studies students who travelled to NHL Stenden for their internship, worked in trilingual schools as language assistants as well as engaging with NHL Stenden students on language learning activities.



European Schools: School Placement Pilot Project

In December 2019, following a detailed planning process with Dr John Fitzgerald from the DES Inspectorate, Dr Julie Uí Choistealbha visited the European School in Brussels with a view to commencing a pilot International School Placement Experience Programme for B.Ed. 3 students. Thanks to the cooperation and flexibility of all involved, two students travelled to Brussels in March 2020 for their school placement. Unfortunately, this experience had to be cut short due to COVID-19 restrictions but it is hoped that this partnership will continue in the future.



INTERNATIONAL ACTIVITIES

Bridgewater State University, USA

In semester 1, MIE hosted four students from Bridgewater State University on their International Teaching Placement Programme. The students engaged in an accelerated introductory programme on the Irish Education system and school-based teaching experiences. Unfortunately, the Spring International Teaching Placement Programme had to be cancelled due to COVID-19.



Staff Mobility

In November, Dr Claire Dunne and Mairéad Minnock completed a three-day Erasmus+ Staff Mobility for Training visit to NHL Stenden. While there, they gained an overview of the Dutch and Frisian education system, the curriculum in place, and innovative classroom pedagogy. They also visited schools in the region to observe teaching and to discuss curriculum and pedagogical resources with teachers, particularly with regard to immersion education settings. Visits to minority language advocacy groups in Friesland also took place in order to assist the MIE researchers to situate language teaching within the broader language revitalisation initiative in the Netherlands. MIE hosted two staff members from KPH Graz, Austria in February on a short study visit. The visit also focused on the potential for future international collaborations between MIE and KPH Graz.

Dr Julie Uí Choistealbha represented Ireland at the Erasmus+ TCA seminar 'Enhancing Student Mobility in Teacher Education' held in Reykjavik from 3-6 December 2019. The seminar covered a number of themes including policy for mobility activities, the benefits of international activities, barriers to mobility, inclusion and diversity, theoretical foundations of internationalisation and funding streams to support mobility.





A COMMUNITY
OF **LEARNING**

COMMUNITY ENGAGEMENT & COLLABORATION

Numeracy in the Now: Supports for Families at Home

Breed Murphy, from the Department of Arts, Mathematics, PE and Early Childhood, was a key contributor to *Numeracy in the Now: Supports for Families at Home*, a collaboration between The School of Education Trinity College Dublin, Limerick and Clare Education and Training Board, Marino Institute of Education, and Mary Immaculate College, which developed as a result of the interruption to schooling experienced in Ireland due to the COVID 19 pandemic. The purpose of the project was to provide supports for parents who found themselves trying to manage and direct their children's numeracy development at home. *Numeracy in the Now* highlighted opportunities for numeracy development during the regular activities that children typically get involved in as they go about their lives and provided guidance for parents on how to use these opportunities in a way which maximised their potential for helping children understand mathematical concepts and learn new skills. Six short videos have been created which highlight how mathematical ideas can be explored by children in their daily routines, in their play, using their toys, while visiting a forest or a meadow or when they are helping with cooking. The videos were shared with parents during a webinar on 14 May along with the key messages to offer support and encouragement to parents. Subsequently, Tralee Education Centre invited the collaborators to share their work with teachers in a webinar on 12 June. The videos are available on the Trinity College Dublin YouTube channel:

<https://www.youtube.com/watch?v=uYj2V2p40w0&list=PL55XqDjybyLBWsuM0jyzNQKT2khEImSA&index=7>



Literacy on the Loose

During the COVID-19 lockdown in April, Clara Fiorentini and Dr Jennifer O'Sullivan, from the Department of English and Roinn na Gaeilge, collaborated with the School of Education, Trinity College Dublin on the project *Literacy on the Loose*. The project was designed to help parents who were home schooling young children by demonstrating that literacy learning could take place and be integrated in a fun way within their own homes, and could move beyond sitting down at the kitchen table with books open. The series of short, easily accessible videos, ranging from 'Literacy on the Couch' to 'Literacy in Nature', was recorded by researchers from TCD, MIE and Limerick & Clare ETB. Clara and Jennifer delivered their 'Literacy in the Kitchen' video as part of the series. The videos were released on World Book Day and were targeted at children in early primary school and their parents. The 'Literacy in the Kitchen' video can be viewed at the following link:

<https://www.youtube.com/watch?v=rFAGWZmvqY>



ESB Bleaist Eolaíochta

Following the hugely successful ESB Science Blast event in the RDS in March of 2019, an extra day was created for Gaelscoileanna agus Scoileanna Gaeltachta in 2020. Representatives from the RDS visited Marino and spoke with students who were interested in working at the event trí mheán na Gaeilge. On the 5 March 2020, a number of students from Marino spent the day supporting and helping children, parents and staff from schools all over the country, showcase their work and have the best experience possible. The day turned out to be one of the most successful days in the RDS and not only did our MIE students have a fantastic experience, but it gave them a valuable insight into how teaching and learning takes place outside the classroom also.



COMMUNITY ENGAGEMENT & COLLABORATION

MIE, Glasnevin Cemetery Museum and Trinity College Dublin

This three-way partnership between MIE, Glasnevin Cemetery Museum and TCD led to the development of a very successful summer course for primary school teachers called *Heritage, Memory and Landscapes in Modern Ireland*. This course, which ran in summer 2017 and 2018, gave participants a unique opportunity to explore Glasnevin Cemetery and Museum, and Richmond Barracks. In exploring these environments with local experts and by engaging with professional historians, participants developed the skills of working as historians. Participants were encouraged to think about how best they can get young children to think critically, evaluate sources of evidence and develop a perspective, and use the above skills to argue their ideas and judgements. In April 2020 another blended course called *Delving into your local heritage starting with the cemetery and graveyard* was designed and approved by the DES to run for the next three summers. This innovative relationship between the three partner institutions continues to grow with many positive outcomes for all partners involved.



Barkollage

Barkollage, a wonderful collection of photographs by the boys from Mr. Ryan's 5th class at Sacred Heart BNS, Ballygall, was on display across the Marino campus for the month of March, 2020. The seeds of Barkollage were sown when Jim Ryan invited his class to take pictures of the trees on their school grounds, and the boys used the opportunity to create a visual wonderland (without editing or filters) filled with imagination and creativity. The exhibition was launched at a special event at Marino on Monday 2 March 2020, where the boys, their families and teachers, and very special guests from Trinity College Dublin, the Tree Council of Ireland and the National Botanic Gardens, were welcomed to the Institute by Dr Teresa O'Doherty. The boys spent the whole day on campus, getting to know our own trees and resident wildlife with Dr Sandra Austin, learning lots of camera tips with our expert photographer Martin Lynch, and helping Ciarán Fogarty and his team to prepare the exhibition.



My Primary School is at the Museum

My Primary School is at the Museum (MPSM) is designed to test the hypothesis that there may be beneficial learning, social and cultural outcomes for primary school children and their families when they receive their full time education in a museum setting, as well as benefits for museums and other cultural institutions. The idea was conceived by architect Wendy James, in collaboration with the Cultural Institute at King's College London. MPSM takes school classes directly into museums for their day-to-day programme of lessons, including lunches and breaks, and offers a fundamentally different experience from the more usual, occasional museum visit. Several pilot projects in the UK have been hugely successful, and the project continues to expand. A network of research partnerships has also developed, including the Centre for Research in Early Childhood, Birmingham, and Oxford-Brookes University, Bergen University and the University Museum of Culture, Norway.

On 11 October Dr Sandra Austin organised an information and networking day at Marino Institute of Education, for principals, policymakers and education professionals from museums, galleries, gardens and cultural institutions across the island of Ireland. The day included a Keynote address from MPSM founder Wendy James, roundtable discussions, and Skype conversations with MPSM teachers and museum educators in the UK. A number of museum-school partnerships have since been established, and Dr Austin is co-ordinating the Irish network.

Storytime Project

The 20th iteration of the *Storytime Project* took place at MIE on 4 March 2020, and it was wonderful that 32 families who participated in the Storytime Project induction workshop had seven Storytime books in their homes to read with their children during the lockdown. The Storytime Project began in North Dublin in 2009 and is the result of a collaboration between Marino Institute of Education, Dublin's Northside Partnership group and Dublin City Library. Children from early years' settings and junior infants in primary school participate in the project with their parents over a five-week period.

Home School Liaison coordinators and early years' educators in the Northside Partnership area support the parents during the programme. The *Storytime Project* model has been replicated by schools, libraries and community groups throughout Ireland.



PROJECTS

Migrant Teacher Project

The Migrant Teacher Project seeks to increase the participation of migrant teachers in the Irish primary and post-primary education sectors. The project is funded by the Department of Justice and Equality through the Asylum, Migration and Integration Fund, and by the Department of Education and Science. As part of the project, a Bridging Programme for Immigrant Internationally Educated Teachers (IETs) has been developed. This part-time programme supports teachers from immigrant backgrounds who hold international teaching qualifications, and who are now living in Ireland, to learn about Irish education, curriculum and structures, with a view to supporting them to gain employment in schools in Ireland. This year the second Bridging Programme took place from November 2019 to June 2020. The

programme included presentations from the NCCA and all three teacher unions, was successfully designed and delivered despite some changes in delivery method due to COVID restrictions. The programme included the successful hosting via Zoom of mock interviews, facilitated by a panel of school principals and members of school boards. Notwithstanding the restrictions, 39 teachers from 23 countries completed the programme. In addition, two IET Network meetings were held for almost 150 teachers from over 30 countries. In January 2020, The Migrant Teacher Project welcomed Dr Garret Campbell as the Project Manager, who joined Dr Rory McDaid as Project Coordinator, and wished Dr Emer Nowlan well as she took up her new role as CEO of Educate Together.



Tobar

The Tobar project continues to be successful in its aim to increase participation of Irish Travellers in Initial Teacher Education (ITE) programmes. At the end of its second full year of activity, 2019-2020, the project had supported three students to join ITE programmes at primary and post-primary levels. Miriam Colum of the Department of Inclusion, Religious Education and Student Life is the Tobar Coordinator. Tobar is working with several students who aim to join ITE programmes in 2020-2021. In recognition of the work of the Institute in relation to promoting the inclusion of students from the Traveller community in ITE, Dr Teresa O'Doherty was invited to address the Oireachtas Committee on 26 November. The Government's Action Plan for Increasing Traveller Participation in Higher Education 2019-2021 was launched on 26 November, with specific commendation of the Institute's Tobar project (p.9).



Edmund Rice Education Beyond Borders

The Edmund Rice Education Beyond Borders (EREBB) Online Leadership programme continues to run each semester, attracting participants from Edmund Rice schools and ministries across the globe. The programme offers participants an introduction to the history and heritage of Edmund Rice and the Christian Brothers; a module on the values at the heart of Edmund Rice Education; an opportunity to reflect on the meaning of Spiritual Leadership and a practical module on Social Justice, Advocacy and Human Rights. The discussion fora that are embedded in the programme allow participants to share good practice and make connections with colleagues around the globe. Dr Aiveen Mullally and Dr Teresa O'Doherty were due to attend the 2nd International EREBB Congress in Cape Town in May 2020 but this was cancelled due to the global pandemic. Dr Aiveen Mullally was invited onto a COVID-19 Global Education Response task force to support teachers, parents and leaders to continue to provide a quality education for all during these challenging times. Resources, connections and webinars were provided with a particular focus on supporting vulnerable young people and those in the developing world. For more information, see www.erebb.org



PROJECTS

EDUCATE Project

An Erasmus+ project titled “EDUCATE,” in which MIE was a partner, concluded in March 2020. It was supposed to culminate in an international meeting in Cyprus to disseminate the project’s findings but instead a scaled-back meeting was held online. Although the pandemic arrived just before the end of the 31-month project, the Irish dissemination event took place as scheduled on 13 February 2020. Over 50 attendees learned about key findings and materials from the study while some teachers present shared their experience of engaging in professional development related to the project. EDUCATE is an abbreviation for Enhancing Differentiated Instruction and Cognitive Activation in Mathematics Lessons by Supporting Teacher Learning and it involved researchers from Cyprus, Ireland, Greece and Portugal. The Irish research team included staff from MIE; Dr Seán Delaney; Dr Ann Marie Gurhy and Damien Burke; Dr Mark Prendergast from Trinity College Dublin; and teachers Ann Concarr and Paul Timmins from local schools.

Materials created as part of the project can be accessed here: <http://educate-platform.com/>.



THRIECE Project

The MIE-coordinated THRIECE (Teaching for Holistic, Relational and Inclusive Early Childhood Education) project was a unique Irish-Polish-Portuguese partnership that proposed an alternative view of quality in ECCE that supports inclusion through recognition of the crucial nature of relationships and interactions. THRIECE, which was funded by Erasmus+ from 2017-2020, was successfully completed in May 2020. The project produced three online training modules available in English, Polish and Portuguese. These modules are free to access and can be used individually or together for continuous professional development for Early Childhood Educators and Primary School Teachers internationally. The project also hosted an international conference on *Placing the Child at the Centre of Quality in Early Childhood and Primary Education*, in Carlow in January 2020. The conference had over 160 attendees.

To access the modules, please visit www.thriECE.eu





**EDUCATION IS
THE LIGHTING
OF A FIRE**

STUDENT LIFE

Consent Workshop

For the second year in a row MIE staff and students came together to take part in Sexual Consent training facilitated by Trinity Counselling Service. The group of seven staff and eight students spent the afternoon of Friday 18 October exploring and learning about all aspects of consent and how to provide this training session to all new first year students. This workshop was designed to raise awareness and create a conversation around consent. Students and staff paired up and successfully delivered the workshop to all first years the following week.



First Responder Training

First Responder training was new to MIE this year and saw 12 members of staff take part in a training workshop for three hours on Friday 27 September. The aim of this training is to support staff members who may have disclosures of sexual misconduct made to them. The programme helps staff to respond to students in distress.



Student Support Workshops

A number of successful workshops facilitated by Trinity's Student Learning Department took place during the year. Two of the most well received workshops were the Pre-Placement Self Care workshop which took place in October for PME students and then again in February for our undergraduate students. In November 2019 over 60 students attended a workshop on thesis writing which received very positive feedback and was highly recommended. Other workshops included: Dealing with Stress; Time Management; and APA referencing.



Disability, Counselling and Health Services

Supports continued to be provided for students through service level agreements with the Trinity Disability Service, with the Counselling Service and with Fairview Medical Centre. These supports complement the tutor system and the chaplaincy service which are provided by in-house personnel.

Sandra Carroll was the on-campus counsellor who was available to meet students on the MIE campus one day per week. Students could attend a counselling session in the Trinity counselling space on Nassau Street on other weekdays. Many of the supports offered by the Counselling Service moved online as a result of the pandemic.



Marino Wellness Week

This year Marino Institute of Education hosted their Wellness week in February 2020, and included a fantastic fundraiser for Pieta House and the Seán Cox Foundation. We were delighted to welcome Sallyanne Clarke, who spoke about the need for the stigma surrounding deaths by suicide to be removed from Ireland. Her insights on the power of journaling as a coping mechanism following her own son's suicide touched the hearts of many during this powerful talk. Following this Daniel Davey, Leinster Rugby and Dublin GAA sports nutritionist, and author of the best seller book *Eat Up Raise Your Game* complemented Sallyanne's words in discussing the power of nutrition and healthy eating on the mind and the body. Promoting healthy eating and regular movement, Daniel captured the attention of the audience with his simple, realistic approach to eating. With Kinetica Sports and Glenisk sponsoring the event, the audience was entertained with opening grand finale performances by the dance and musical society in Marino, all focusing on positive mental health and wellbeing. An event supported by the MIE Student Union, Dr Suzy Macken, PE Lecturer, and Student Engagement Officer Robbie Irwin, was ultimately driven by our Student Welfare Officer Aisling O'Sullivan, resulting in an amazing night for everyone. Dr Teresa O'Doherty thanked our guests and all in attendance, reflecting the appreciation of the audience for the powerful words and messages of our guest speakers.



STUDENT LIFE

GAA Update

Gaelic Games: Football, Hurling, Ladies' Football and Camogie continue to be an integral part of student life in Marino Institute of Education. There is a huge demand from the students to play sport and represent the Institute in the Higher Education competitions. On the playing field we had a very fruitful and exciting year. Our footballers with a panel of 44 players had a very successful league reaching the Semi-Finals and were beaten in the Championship by just one point. This is a young team with players drawn mostly from Years 1 and 2. Our hurlers played all their games but did fall short of our high standards of previous years. We were hindered due to an unusually low intake of new hurlers – only two - from the current academic year.

Ladies' Football continues to thrive in Marino. A total of 76 players were registered. It was the first year that Marino entered two teams competing in both League and Championship. Our first team was very competitive and was denied reaching the knockout stages of the Championship by a point. Our second team did struggle in some of our games but we always fulfilled our fixtures.

Our Camogie team must take pride of place this year as they were crowned All-Ireland Champions for the first time in the history of the College when they won the Uí Mhaolagáin Cup on 14th February, 2020. This was the result of five years of progression in the development of Camogie in Marino. Five years ago we did not enter in the League or Championship. The future of Camogie in Marino looks bright, as we will lose only two players from our panel for the coming year, 2020/21.



Ladies' Basketball

MIE's ladies' basketball team were unfortunate not to make it out of the group stages of the league this year. The ladies put on good displays of skill and hard work at training every week. They proved their hard work was paying off when they played TUD and won convincingly. The final game was postponed and that proved to be the last opportunity for an outing for this team due to Covid 19.



Coder Dojo Club

Dr Alison Egan & Dr Ann Marie Gurhy provided a seven-week Coder Dojo club for B.Ed. III students, who received a Certificate of Completion, at the end of their course.

Student Awards - Gradaim Spóirt agus Gradaim Eile na Mac Léinn

This year the Student Awards Ceremony (Gradaim Spóirt agus Gradaim Eile na Mac Léinn), which normally takes place on campus, went virtual for the first time with an online Bronnadh na nGradam in June. Over 70 staff and students joined together to recognise and celebrate the hard work and commitment that all our students made during the year. Special recognition was given to different players and coaches from all our sports teams and to members from across all our clubs & societies. A total of 16 students received special recognition and we hope to be able to invite them on campus to celebrate this achievement with them and to officially present them with their awards.



STUDENT LIFE

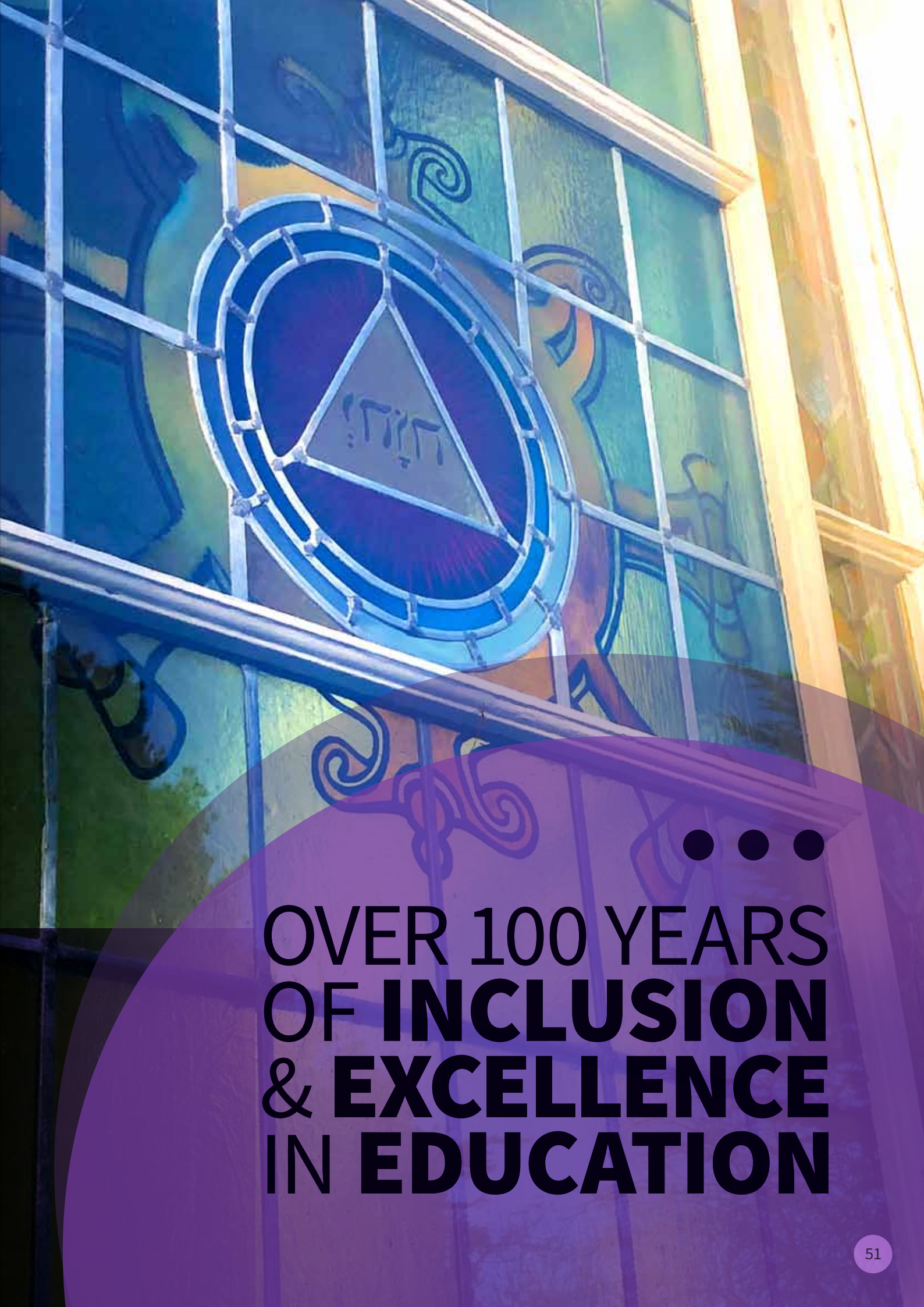
National Advisory Group for Student Engagement

Dr Aimie Brennan was appointed as an academic representative to join the National Advisory Group for Student Engagement who are charged with ensuring that the National Student Engagement Programme (NStEP) meets its objective to promote a culture of partnership between students and staff through practice-based projects, training, capacity building and policy development. NStEP is a partnership initiative jointly developed by the Higher Education Authority, Quality & Qualifications Ireland, and the Union of Students in Ireland. Launched in 2016, the initiative includes 23 institutions across Irish Higher Education and aims to strengthen student engagement in decision-making. In June 2020, Dr Brennan was also invited to join the NStEP Student Engagement Framework Team whose work will lead to the publication of a revised framework for student engagement in Higher Education.

1916 Bursaries

MIE awarded eight 1916 Student Bursaries in 2019-2020; these bursaries are worth €5,000 per student for each year of their programme and recipients are selected from under-represented communities and first-generation entrants to college. This demographic includes lone parents, students with disabilities, Irish Travellers, members of other ethnic minorities, and refugees and asylum seekers. To be awarded a bursary, recipients needed to have demonstrated high levels of leadership or engagement in their communities. The recipients are actively encouraged to extend their leadership roles and apply them to life on campus through volunteering, community activism, project involvement, and peer mentoring. MIE hosted a scholarship evening for the recipients of both the 1916 Bursary Scholarships and the George Moore Scholarship in February. The theme of the evening was the transformative power of education. The then Minister for State for Disability Issues, Finian McGrath, TD addressed the students and their families who attended the event.





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**OVER 100 YEARS
OF INCLUSION
& EXCELLENCE
IN EDUCATION**

ARTS AND CULTURE

Artist in Residence

Mark Joyce was appointed visual artist-in-residence at MIE in September 2018. Mark studied painting at the Royal College of Art, London. He has had solo exhibitions in Ireland, UK and the USA, won awards from the British Council, Thomas Damman Trust, and the Georgette Chen fellowship in 2016. His work is in the collections of the Irish Museum of Modern Art and the Arts Council of Ireland. Since his appointment, Mark has worked with different groupings across the campus in diverse and imaginative ways. He has taught workshops with students across all MIE's degree programmes inspired by his arts practice. In 2019/20 there were a number of new projects involving *Mathematics and Art* with Dr Ann Marie Gurhy, *Light Transmission, Creation and Stained Glass* with Dr Clare Maloney, and following a series of discussions with Dr Michael Flannery, a free flowing design for a mural on the Art Staircase was developed with concepts drawn from psychology, education and human creativity, especially Mihaly Csikszentmihályi's idea of "flow".

Music at MIE

At Marino Institute of Education students engage with music learning and performance through a host of formal and informal activities as they fulfil course requirements or take part in optional extra-curricular music activities.

Music Education is a core component of the Arts / Integrated Arts modules for students taking the Bachelor's in Education degree, the Early Childhood in Education degree, or the Primary Masters in Education. In these programmes practical and collaborative engagement is emphasised as students develop their pedagogical thinking and music teaching expertise both discreetly and in conjunction with other Arts area such as Drama, Dance and the Visual Arts. This cross-curricular approach is an aspect of Marino students' formative development as educators evident in teaching and learning assessment projects as well as in performance and arts events throughout the academic year.



A vibrant informal musical environment is enthusiastically embraced and encouraged in Marino. *RTE Céilíhouse* made its annual visit to MIE, recording a programme in early March, which was broadcast on St Patrick's weekend, showcasing the wonderful talent of both staff and students. In 2019 the Marino Community Choir was established, which brings staff and student talent together. The Choir performed for a lunchtime Carol Service in December, which was extremely well received. The Student Choir also continued to convene and provided lunchtime concerts on 28 November and 11 December.

Marino attracts a wonderful cohort of accomplished musicians representing many music genres, perhaps, especially from the popular and the Irish traditional music worlds. The encouragement and development of such talent and abilities can only augur well for the future of music education in and beyond schools.



MIE Drama Society Musical

The MIE Drama Society produced and performed the musical 'Back to the 80s' in February 2020 in The Axis, Ballymun over two nights. This was the first time in MIE that the students have cast, directed, produced and starred in their own production. Gráinne Murphy and Lucy O'Doherty were the driving force behind the production, as director and musical director, with Emer Doyle and Orla Friel working closely together as choreographers. Gráinne, as director, adapted the script, so it was set in Marino in the 80s, with many local references made. The musical saw students from all courses and year groups come together, rehearsing in the evenings and at weekends, with many friendships being formed. The performances were of an exceptionally high standard, showcasing the talent in MIE both on stage and behind the scenes. The theatre was sold-out on both nights, and based on the success of *Back to the 80s*, the Marino Drama Society is planning to have an annual student directed musical.



RESEARCH ACTIVITY, FUNDING & PUBLICATIONS

STER – Student Teacher Educational Research

The Student Teacher Educational Research (STER) project was run in Marino Institute of Education for the first time in 2019/2020. STER is a national student-staff partnership project founded and coordinated by Dr Aimie Brennan. The aim of the project is to promote a culture of research in teacher education by sharing education students' dissertation research via a conference, e-Journal and podcast. The project actively contributes to building students' research capacity by encouraging them to articulate the impact of research on practice and contribute to research-rich environments where practice is investigated, collaboration is valued, and new knowledge is shared. In 2019/2020, a team of eight students from the B.Ed., PME, B.Sc. Education Studies, and Early Childhood Studies programmes volunteered to join the project team. They received training in peer-review and took responsibility for reviewing and editing the third volume of the STER e-Journal. A webinar entitled 'Turning your Dissertation into a Research Article' was hosted by Dr Brennan to support undergraduate and postgraduate students in the preparation of research articles for the journal. Nine research articles by students in Marino Institute of Education and Mary Immaculate College were prepared, reviewed and published. Articles covered the topics of curriculum and planning, emergent writing, special educational needs, inclusion and more. The third volume of the STER e-Journal was launched online on 14th May 2020. To support the launch of STER in MIE, the e-Journal has been added as a new collection on the TARA digital repository and a dedicated search area on the MIE library homepage has been designed to maximise accessibility for students.

Research Funding Procurement

The Institute recognises the value of diversifying its externally-funded research activity to complement, support and enhance the research expertise of its staff. The Institute maintains an active project funding lifecycle approach for targeting and securing relevant funding at national, European and international levels. In 2019-2020, the Institute partnered in €10.1m worth of projects, grants and tenders. The Institute maintained its strong track record of engagement with Erasmus+ projects, and notably partnered in its first Knowledge Alliance project, Educational Knowledge Transfer, representing the Institute's first foray into centralised Erasmus+ actions. The Institute's first engagement with the Horizon 2020 programme was also confirmed with participation in two Marie Skłodowska-Curie Innovative Training Networks, SOLiDi and SellSTEM. The Institute also continues to perform strongly in securing national research-focused tenders.



Embedding and Nurturing Enquiry-based Learning: Exploring multiplicities of enquiry in initial teacher education (ENEBLE)

The ENEBLE project was successfully completed in February 2020. This SCOTENS-funded project commenced in September 2017, with the aim of studying the incorporation and impact of enquiry-based learning in teacher education programmes on the island of Ireland. Led by Dr Sandra Austin and Dr Karin Bacon at MIE, this was a collaborative partnership between four teacher educators across three institutions - MIE, Dublin City University (Dr Susan Pike) and Stranmillis University College (Dr Richard

Greenwood). The project was driven by a shared desire not just to model but also actively to incorporate enquiry pedagogies into the researchers' own teaching, where appropriate, so that students might experience these pedagogies at multiple levels: as an intrinsic component of their learning, as modelled for the primary classroom, as they experience them when they are teaching on school placement, as well as in other ways. A final report on the project has been submitted to SCOTENS and will be published later this year.



RESEARCH ACTIVITY, FUNDING & PUBLICATIONS

Self-study Research Investigating Possibilities and Pitfalls of Arts Integration (PAINT) Project

Dr Michael Flannery and Dr Máire Nuinseann of the Department of Arts, Mathematics, PE and Early Childhood were successful in securing SCoTENS funding to support a project in collaboration with Dr Frances Burgess and Denise Elliot, Stranmills University College, Belfast. The PAINT project will explore cross-curricular learning by examining and comparing the experiences, opportunities and challenges pertaining to integrated arts with preservice primary school teachers in ITE north and south from a quality arts and integrated learning perspective. In addition, the research project will examine and compare integrated arts ITE programme components from a self-efficacy, creative habits and teacher-practitioner identity perspective.

Interactive apps and narrative writing: children's and teachers' perspectives in primary schools in socially disadvantaged areas (InAn) Project

Dr Gene Mehigan in collaboration with Jill Dunn, Stranmills University College, Belfast, received SCoTENS funding for the InAN project. The project will use an Amazon Alexa app, 'The Magic Door' with primary aged children in schools in areas of social disadvantage with a view to them co-creating oral stories in a fairy tale genre. The app provides interactive support for storytelling and allows children choice in the direction of their stories and the activities of the characters. The children then will use the ideas from these co-created oral stories to write their own fairy tales.

Educational Knowledge Transfer

Dr Alison Egan was successful in an Erasmus + application as a partner in the €1m research project Educational Knowledge Transfer (<https://ektproject.eu/>). The project will develop new, innovative and multidisciplinary approaches to teaching and learning, as well as allow university-business collaboration in the development of e-learning technology comprehensive strategy that will be tailored to the needs of the education sector. The project will also allow the development of a collaboration partnership between universities and companies that promote the joint creation of services based on scientific knowledge and the transfer of educational knowledge to the e-learning company, which in turn will impact on a better service to educational institutions and education professionals. Finally, the project should lead to the design of a flexible, smart, versatile and interoperable system that allows improving the dynamics of collaboration, regulate self-learning, making a formative evaluation and channelling the feedback to students in practice on an ongoing basis.

Solidarity in Diversity (SOLiDi) H2020 project

MIE is a partner organisation in the €4m Solidarity in Diversity (SOLiDi) Innovative Training Network funded under the Horizon 2020 ITN Marie Skłodowska-Curie Action. Led by the University of Antwerp, in Belgium, MIE is a partner to the work of Maynooth University, through the work of the Migrant Teacher Project. Both Dr Rory McDaid (Project Coordinator of MTP) and Dr Garret Campbell (Project Manager for the MTP) will engage in this project. Rory will facilitate doctoral student access to teacher network and orientation to MTP throughout the duration of the project and will be an external co-supervisor of a PhD student, while Garret will participate in methodology courses and workshops offered through the Centre of Public Education and Pedagogy at Maynooth University.

Spatial Thinking in STEM Learning (SellSTEM) H2020 project

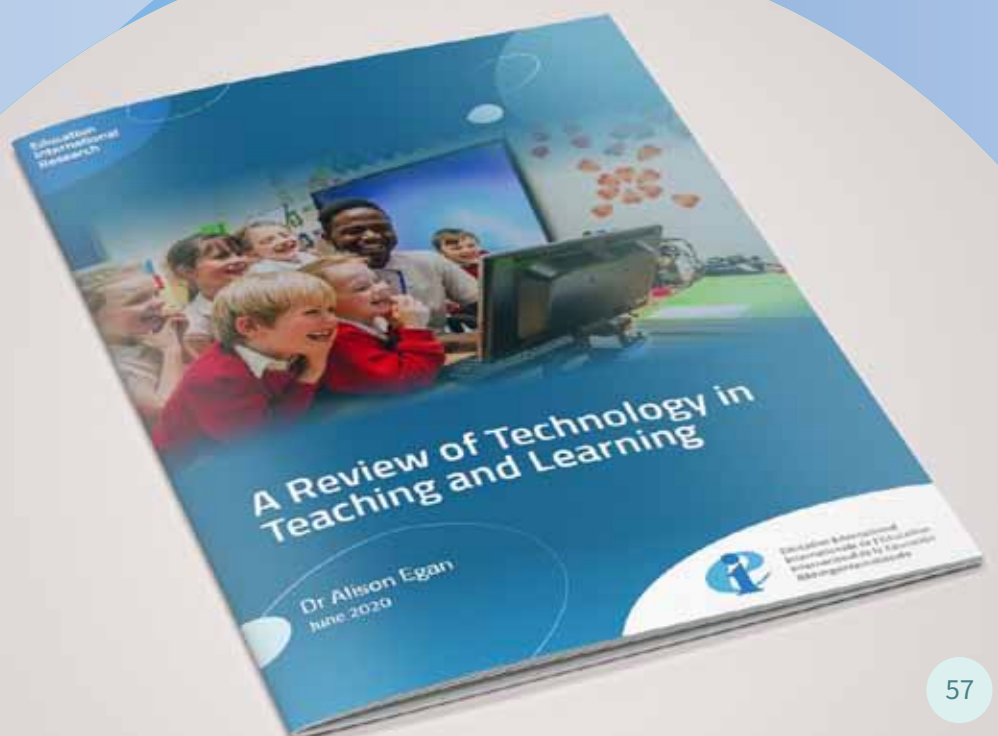
MIE is a partner organisation in the SellSTEM Innovative Training Network funded under the Horizon 2020 ITN Marie Skłodowska-Curie Action. Led by the Technology University Dublin this project has a €4m budget. MIE is a partner to TU Dublin, and the lead researcher from MIE is Dr Teresa O'Doherty. MIE will co-supervise and host a doctoral student who will pilot the teacher education module with preservice teachers. SellSTEM will train a new generation of early stage researchers (ESR) to bring fresh thinking to the twin issue of low enrolment and gender imbalance in STEM education and careers by addressing deficits in spatial ability among young people across Europe.

Consulting with children on the *Draft Primary Curriculum*

In March 2020, MIE successfully tendered to provide the NCCA with services for consulting with children on the *Draft Primary Curriculum*. The research team at MIE, Dr Joan Kiely, Dr Maja Haals Brosnan, Dr Claire Dunne, Dr Andrea Lynch and Miriam Colum, will design an appropriate approach for collecting data from children of different life stages, cultures and abilities.

Education International

Dr Alison Egan was awarded funding to write a review of educational technology use in educational environments for Education International (Brussels) in 2019/2020. The research was based on the research emanating from her PhD thesis and will be launched in October 2020, in Brussels.



RESEARCH ACTIVITY, FUNDING & PUBLICATIONS

DEEPEN

Now in its second year, the Teaching Council funded DEEPEN research project explores the lived experience of Droichead, the professional induction process for teachers in primary and post-primary schools in Ireland. The focus of the research is on four key settings: DEIS schools; Gaelscoileanna/Scoileanna Gaeltachta; Small schools and SEN settings. The research is a joint MIE/TCD project, led by Dr Julie Uí Choistealbha (MIE) and Dr Melanie Ní Dhuinn (TCD). It is supported by an International Research Advisory Team, Teaching Council advisors, research assistants and a team of field researchers from across MIE and TCD. A presentation on the research design, entitled 'Insight and impact: Leading a research-focused professional learning network' was presented at the 2019 SCoTENS conference. The first phase of the project was a Systematic Literature Review (SLR) of teacher induction. The second phase of the project is an online questionnaire to all Droichead schools. Unfortunately, due to COVID-19 the questionnaire could not be issued to schools in March 2020 as planned but it will be issued to all schools in late 2020. A new webpage for the project has been created (www.mie.ie/deepen) and showcases the research outputs of the project to date, including a database of key literature on the topic of teacher induction.

Evaluation of Better Start with a particular focus on the Better Start National Early Years Quality Development Service (QDS)

In July 2020, MIE was a partner in a successful tender for services from the Department of Children and Youth Affairs to undertake an evaluation of Better Start with a particular focus on the Better Start National Early Years Quality Development Service (QDS). The Centre for Effective Services is the lead partner on the project, with Dr Maja Haals Brosnan and Rhona McGinn representing MIE.

T-Rex

Dr Alison Egan led the implementation of T-Rex in MIE during 2019/20. Two lecturers (Dr Julie Uí Choistealbha & Rhona McGinn) were awarded funding through the T-Rex Module Innovation Framework (MIF), to embed the use of T-Rex into their modules on the B.Sc. Education and B.Sc. Early Childhood programmes. The T-Rex logo, brand and website was changed in 19/20 to reflect the additional needs of the sector based on feedback from the project's involvement in The Teaching Council and Research Alive consortium.

Number in the Senior Primary Classes

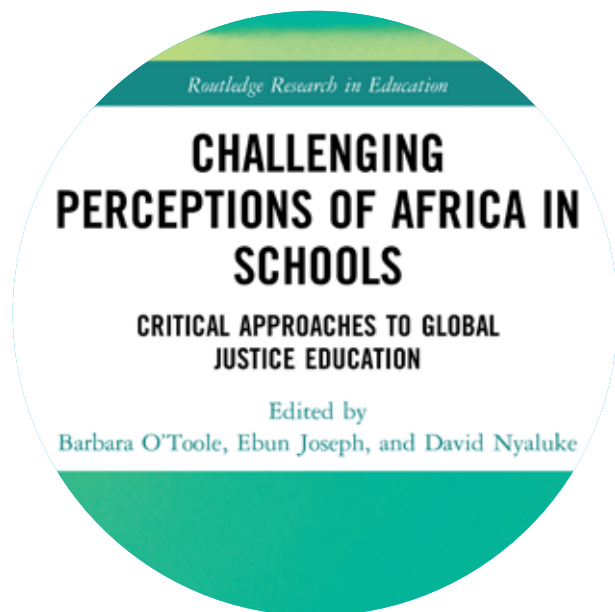
Dr Seán Delaney was commissioned by the National Council for Curriculum and Assessment (NCCA) to prepare a synthesis of recent research on the topic of number in senior primary classes. The purpose of the commission was to inform the design of the revised primary school mathematics curriculum. The report was published on the NCCA website in June 2020

(see https://ncca.ie/media/4622/primary_maths_research_number_seniorclasses.pdf).



Challenging perceptions of Africa in schools – Critical approaches to global justice education

Dr Barbara O'Toole, Department of Global Diversity, Sustainability and Intercultural Education, was co-editor with Ebum Joseph and David Nyaluke of 'Challenging perceptions of Africa in schools – *Critical approaches to global justice education*' published by Routledge in January 2020. This book challenges educational discourse in relation to teaching about Africa at all levels of the education system in the Global North, with a specific case study focus in the Republic of Ireland. It will appeal to academics, researchers and post-graduate students in the fields of education and teacher education. Dr Sandra Austin contributed a chapter on 'Translating Critical Thinking into Meaningful Action'. Four graduates of MIE's MES in Intercultural Education, Elaine Haverty, Paula Murphy, Laura O'Shaughnessy and Lisa-Maria Whiston, contributed a chapter 'Teachers' Experiences of Global Justice Education through the Lens of Trade'.



Paidreacha Eocairisteacha

In 2020, Veritas Publications published *Paidreacha Eocairisteacha le hAghaidh Aifreann le Páistí* (Eucharistic Prayers for Masses with Children) in Irish for the first time. The Irish translation is the fruit of a collaboration involving linguists, theologians, native Irish speakers and musicians in Ireland and Rome. Professor Cathal Ó Háinle, Trinity College, Dublin, provided the primary translation which was reviewed and edited by *Coiste Comhairleach na nEaspag Caitliceach um an Liotúirge i nGaeilge* – an advisory committee which is chaired by Dr Marie Whelton, Roinn na Gaeilge, MIE.



RESEARCH ACTIVITY, FUNDING & PUBLICATIONS

Linguistic Variation and Social Practices of Normative Masculinity Authority and Multifunctional Humour in a Dublin Sports Club

Fergus O'Dwyer published *Linguistic Variation and Social Practices of Normative Masculinity* (Routledge, 2020). The monograph is an ethnographic, linguistic study of a Dublin GAA club, with a focus on sound (e.g. players pronouncing [t] differently based on situation) and also humour used in the club. Humour features aggression competitiveness and status, but also underlying purposes like communicating messages that may be difficult to get across directly. Follow-on work could include the impact of sports communication, with a specific focus on language of coaches, and impact on players and wellbeing.

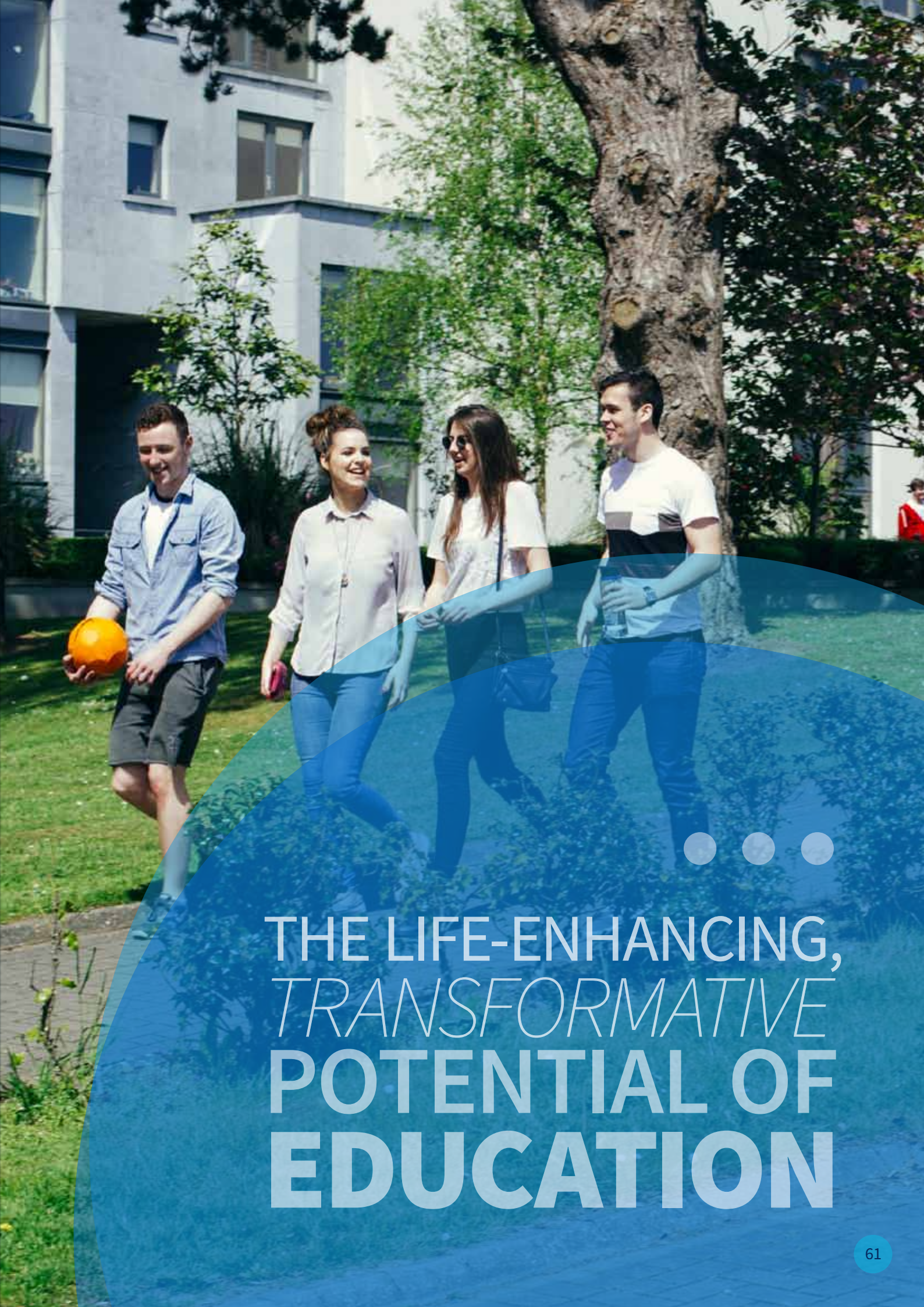


Irish Speakers and Schooling in the Gaeltacht

Dr Harold Hislop launched *Irish Speakers and Schooling in the Gaeltacht, 1900 to the Present* (Palgrave Macmillan, 2019) co-authored by Prof Tom O'Donoghue and Dr Teresa O'Doherty. The full text of Dr Hislop's address is available at: <https://www.education.ie/en/Press-Events/Speeches/2020-speeches/SP2020-01-21.html>.

Irish Speakers and Schooling in the Gaeltacht, has been nominated for the prestigious Anne Bloomfield Prize. This prize is the UK History of Education Society award for the best book written in English on the history of education between 2017 and 2019.





THE LIFE-ENHANCING,
TRANSFORMATIVE
**POTENTIAL OF
EDUCATION**

GRADUATION AND AWARDS

The commencement ceremony at Trinity College Dublin and the Graduation Awards on 2 and 3 December marked a very important event in the Institute's calendar, namely celebrating and acknowledging achievement of our students. MIE presented 231 Bachelor and Masters students for commencement over these two days in Trinity, while a further 98 graduates were presented for their Diploma awards at a ceremony held in Trinity on 30 January.

A graduate awards ceremony for Bachelor degree students was held onsite on 2 December, where a number of awards were made to MIE students:

The Carlisle and Blake Award is presented by the Department of Education and Skills to the student with the highest mark in education and school placement combined at the end of the Senior Sophister year. The 2019 recipient of the Carlisle and Blake award was Cillian Rowney.

The Vere Foster Medal is presented by the INTO to the students with the highest marks on school placement on the B.Ed. and PME programmes. The B.Ed. recipient of the 2019 Vere Foster Medal was Cillian Rowney. The PME recipient of the 2019 Vere Foster Medal was Hilary Conroy.

The Edmund Rice Award is presented to the students with the highest marks on the Education Studies programme. The 2019 recipients of the Edmund Rice award were Emma Mai Roche and Andrew Kiernan.

The award, **An Chéad Áit sa Ghaeilge** is made to the student who receives the highest mark in Gaeilge in the final B. Ed. Gaeilge Examinations. In 2019 the award was made to Niamh Ní Fhainín.

Gradam na Gaeilge is awarded to the students who do most to promote the informal use of Gaeilge within the Institute. The award is open to all students from full-time undergraduate and postgraduate programmes. The 2019 joint recipients of Gradam na Gaeilge were Aoife Watson and Antoin Travers.

The Arts in Education Award recognises potential leadership in arts-in-education from continued engagement with the MIE arts, the concurrent development of a personal arts practice or exemplifying excellence in arts-in-education related studies or research at MIE. The 2019 recipient of the award was Stephen Moore.

In 2019 the **Nano Nagle Award**, which recognises the student with the highest overall mark in the B.Sc. Early Childhood Education programme, was awarded for the first time. Emily Parkinson was the recipient of this award.

Alumni awards

The inaugural MIE Alumni Awards took place alongside the graduate awards. Sinéad Burke (B.Ed. graduate and Vere Forster Medal/Award recipient 2012, appointed to the Council of State 2019) and Feargal Brougham (graduated 1989, elected President of the INTO 2019), who have distinguished themselves as inspiring leaders in their fields, were recognised for their contribution to Irish life. Sinéad and Feargal both spoke about how education can change lives, the challenges and opportunities they experienced since graduating themselves and recalled their own positive experiences at Marino.



A **THOUGHTFUL** & **VIBRANT** ENVIRONMENT



● ● ● PROMOTING
**INCLUSION &
EXCELLENCE**
IN EDUCATION

TIMPEALLAIGHT **SMAOINTEACH** & **SPLEODRACH**



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