

PRESIDENT'S REPORT 2017





MIE President's Report 2017

Contents

Foreword by Chairperson of the Governing Body	1
Strategic Priorities	2
Introduction by President of Marino Institute of Education	3
MIE-Trinity Collaborative Strategy	4

1 TEACHING & LEARNING

1.1	MIE Academic programmes	6
1.1.1	Strategy Informing Expansion of Academic Programmes	6
1.1.2	Undergraduate programmes	6
1.1.2.1	Bachelor in Education	6
1.1.2.2	Bachelor in Science (Education Studies)	6
1.1.2.3	Bachelor in Science (Early Childhood Education)	6
1.1.3	Postgraduate Studies	7
1.1.3.1	Professional Diploma in Education (Further Education)	7
1.1.3.2	Professional Master of Education (Primary Teaching)	7
1.1.3.3	Master in Education Studies (Intercultural Education)	7
1.1.3.4	Master in Education Studies (Early Childhood Education)	8
1.1.3.5	Master in Education Studies (Leadership in Christian Education)	8
1.1.3.6	Master in Education Studies (Inquiry-Based Learning)	8
1.1.3.7	Master in Education Studies (Visual Arts)	8
1.2	Curriculum & Pedagogy - The Marino Way	9
1.2.1	Partnership with Schools, Early Childhood Settings and Link Organisations in the Wider Education Sector	9
1.2.2	Digital Technology for Education: Towards a Creative Approach	9
1.2.2.1	The Central Role of Pedagogy	10
1.2.2.2	Coding in Context	10
1.2.3	The Practice of Teaching Curriculum	10
1.2.4	Integration, Imagination and Innovation	11
1.2.5	Cherishing our Irish Cultural and Linguistic Tradition while being Members of a Global Community	12
1.2.6	Inspiring Educators through Reflection and Research	12

2 RESEARCH

2.1	Research Strategy	14
2.2	ERASMUS+	14
	2.2.1 Empowering Inclusive Teachers for Today and Tomorrow	14
	2.2.2 EEP – Empowering ePortfolio Process	14
2.3	National and Cross-Border Funded Research	14
	2.3.1 Young People’s Reading Choices and Practices	14
	2.3.2 Report on a Consultation with Children and Young People on Education for Sustainable Development, October 2016	14
	2.3.3 Report on the Workshop Discussions at the Comhairle na nÓg Showcase, November 2016	15
	2.3.4 Teaching and Learning Enhancement Fund	15
2.4	Recent Publications	15
	2.4.1 Rannóg na Gaeilge, 2015-2017	15
	2.4.2 Become the Primary Teacher Everyone Wants to Have: A Guide to Career Success, Dr. Seán Delaney	16
	2.4.3 Introducing Bronfenbrenner: A Guide for Practitioners and Students in Early Years Education, Nóirín Hayes, Leah O’Toole and Ann Marie Halpenny	16
	2.4.4 Nuair a Stadann an Ceol, Dr. Marie Whelton	16
2.5	MIE Library	16

3 INCLUSION AND EQUALITY

3.1	Inclusion and Equality: Introduction	18
3.2	Community and Outreach Partnerships	18
	3.2.1 Development and InterCultural Education (DICE)	18
	3.2.2 Standing Conference on Teacher Education North and south (SCoTENS) – Teaching English as an Additional Language	18
	3.2.3 Marino Teaching Access Programme	18
	3.2.4 MIE, Northside Partnership and Dublin City Libraries Initiative – The Storytime Project	19
	3.2.5 The School Links Programme	19
	3.2.6 HEAR and DARE	19
3.3	Pluralism and Education	20
	3.3.1 Education and Training Boards Ireland (ETBI) and MIE – Continuing Professional Development for Community National Schools Professionals	20
	3.3.2 Dr. Rowan Williams – Risking Faith in Conversation, Risking Faith in Schools	20
	3.3.3 Cultural and Religious Pluralism in Education	20

4 STUDENT LIFE

4.1	Student Experience & Support	22
4.1.1	Student Voice	22
4.1.2	Staff-Student Liaison Council	22
4.1.3	Student Well-Being	22
4.2	Co-Curricular and Extra-Curricular Activities	23
4.2.1	Music at MIE	23
4.2.2	Gaelic Games	24
4.2.3	Fitness and Sport	24
4.2.4	Suaimhneas	24
4.2.5	MIE Writer in Residence Programme	25
4.2.6	International Foundation Programme Student Showcase Event with Mr. Richard Bruton T.D., Minister for Education and Skills	25
4.3	Technology Enhancing Systems and Students' Learning	26
4.3.1	Flexible Learning	26
4.3.2	MIE Record Keeping System – Maestro	26
4.3.3	Moodle and Mahara	26

5 COLLABORATION, ENGAGEMENT & QUALITY SERVICE

5.1	Collaboration	28
5.1.1	Collaboration MIE & Trinity	28
5.1.1.1	The School of Education, Trinity and MIE	28
5.1.1.2	Centre for IT in Education, Trinity and MIE	28
5.1.1.3	The Trinity International Foundation Programme	28
5.1.1.4	Glasnevin Trust, Department of History, Trinity and MIE	29
5.1.1.5	Counselling, Student Learning Development Service and Disability Provision, Trinity and MIE	29
5.1.2	MIE Centre for Religious Education	29
5.1.3	MIE and St. Mary's University College Belfast	29
5.2	Internationalisation	29
5.2.1	Edmund Rice Education Beyond Borders (EREBB) Leadership Certificate: Towards and Inclusive and Liberating Education	29
5.2.2	Study Abroad – Iona College, New Rochelle, New York	30
5.2.3	International Internship Experience, Stenden University, The Netherlands	30
5.2.4	SUAS Educational Development in Marino Institute of Education	30
5.3	Quality Resources & Development	31
5.3.1	Marino Institute of Education, Finance	31
5.3.2	Campus Buildings and Facilities	32
5.3.3	Quality Staff and Continuing Professional Development	32

Foreword by Chairperson of the Governing Body

I am pleased to introduce you to the Marino Institute of Education (MIE) President's Report 2017. As we approach the midway point of the period covered by MIE's Strategic Plan 2015-2020, it is gratifying to see MIE's continuing growth and diversification beyond initial teacher education (ITE) at primary level to include a suite of Masters in Education Studies programmes, a Postgraduate Diploma in Further Education and two Bachelor in Science undergraduate programmes.

This growth and diversification has been driven and underpinned by MIE's Mission Statement and Seven Guiding Principles. These Guiding Principles form the basis of the joint trusteeship between the European Province of the Congregation of Christian Brothers and Trinity College Dublin, the University of Dublin. Since the co-trusteeship agreement was signed in July 2011 MIE, under Professor O'Gara's dynamic leadership, and Trinity have worked closely together in a collaborative relationship to progress our shared vision.

Guided by a Trinity-MIE Joint Academic Strategy Group, MIE is exploring and developing new teaching and research initiatives with Trinity's School of Education, Global Relations Office, the Trinity Access Programme [TAP] office and the Department of Religions, Peace Studies and Theology. Teacher educators at MIE, for example, together with historians from Trinity's Department of History and representatives from the Glasnevin Trust are spearheading an innovative History Education Initiative. Current priorities of the joint project include the provision, in July 2017, of a continuing professional development summer course for primary teachers.



Mr. Pat Kenny
Chairperson, MIE Governing Body

Recent achievements to support the objective of MIE to extend the geographic boundaries of institute activities and broaden the international profile of our students include the launch of the Trinity International Foundation Programme. This exciting new initiative was delivered at MIE during the 2016/17 academic year and attracted twenty-five overseas students. Opportunities for partnership realised in collaboration with Edmund Rice Education Beyond Borders (EREBS) network members include designing and launching a bespoke online EREBS Leadership Certificate.

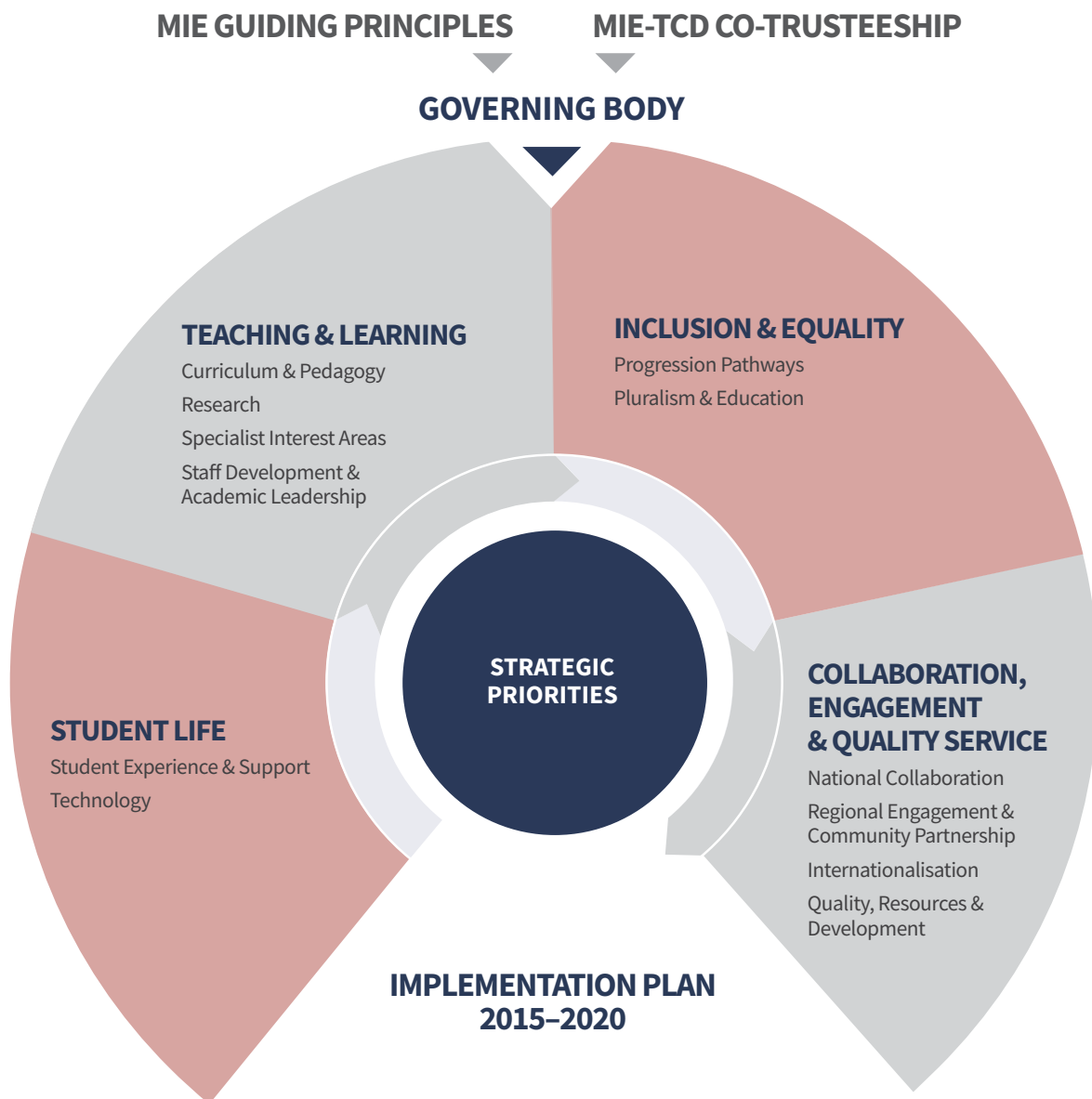
It is gratifying, given MIE's private charitable trust status that the institute continues to operate profitably to secure resources for its further growth and development.

Since accepting the position of Chairperson in September 2012, I have been privileged to work with a dedicated, highly capable Governing Body who give generously of their time to MIE. I wish to express my thanks to each of them.

In conclusion, on behalf of the Governing Body, I welcome this report and congratulate Professor Anne O'Gara and each member of the MIE community on their contribution to MIE's success. We can confidently predict that MIE will continue to be a centre of excellence informed by the values of Blessed Edmund Rice and in particular his vision of an inclusive and liberating education.

Strategic Priorities

Guided by a Trinity-MIE Joint Academic Strategy Group, and building on the co-trusteeship between Trinity and the European Province of the Christian Brothers, MIE is exploring and developing new teaching and research initiatives with Trinity underpinned by four key priority areas: Teaching & Learning; Inclusion & Equality; Student Life, and Collaboration, Engagement & Quality Service.



Introduction by President of Marino Institute of Education

Marino Institute of Education (MIE) has been an associated college of Trinity College Dublin, the University of Dublin (Trinity) since 1976. It is a teaching, learning and research community committed to promoting inclusion and excellence in education. In the last decade the academic mission and scope of MIE's activity has been re-envisioned to encompass a deeper understanding of education in and beyond the classroom. This enlightened understanding incorporates the full continuum of teacher education and the education of specialist education practitioners at early years, primary and further education levels. Education studies encompassing non-traditional education settings and the wider education environment are central to MIE's academic endeavours.

A formal agreement in 2011 placed MIE under the joint trusteeship of the Congregation of Christian Brothers European Province and Trinity College Dublin, the University of Dublin. Following this agreement and in the context of both the *National Strategy for Higher Education to 2030* and the *Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland (2012)* the trustees and Governing Body of MIE committed to an academic vision for the future of the Institute. This vision builds on current strengths and fosters new relationships across a range of disciplines and Schools within Trinity.

The MIE Strategic Plan 2015-2020 developed by a joint Trinity-MIE Strategic Planning Group outlines actions for expanding education provision at the Institute through development of distinct academic programmes focusing on education and related specialisms.

During the period 2015-2017, MIE has deepened collaboration with the School of Education, Trinity with the appointment of nine MIE academic staff as Research Associates. The institute also created international research partnerships through successful ERASMUS+ applications during this period.



Prof. Anne O'Gara
President, MIE

In September 2016, MIE welcomed the first cohort of twenty-five international students on campus. The Trinity International Foundation Programme (IFP) has been developed in the context of Trinity's Global Relations strategy and is a significant collaborative initiative between MIE and the university. The international students are guaranteed on-site accommodation, have access to excellent facilities and the opportunity to fully engage in student life at MIE.

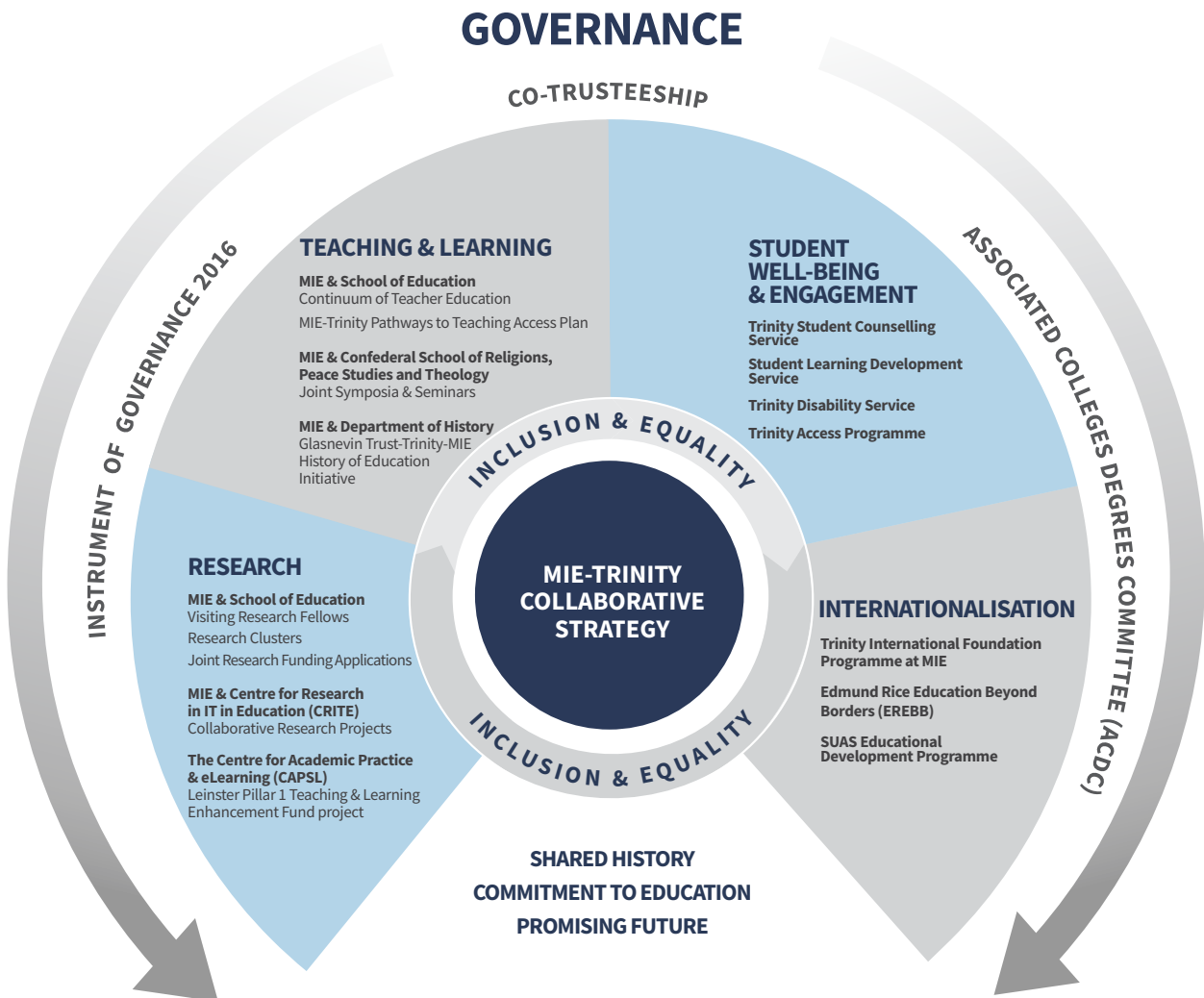
Over the past two years, in line with the MIE Strategic Plan (2015-2020), MIE has increased student numbers by almost twenty per cent.

This has included expanding the programme provision in Early Years Education and Postgraduate programmes and further enhancing the campus to accommodate growing numbers of students. I commend the staff of MIE for their vision, creativity and responsiveness in embracing this constant change.

On behalf of the MIE community, I wish to acknowledge the commitment and dedication of Mr. Pat Kenny who has generously brought his significant expertise and experience to his role as Chairperson of MIE's Governing Body since October 2012.

MIE-Trinity Collaborative Strategy

The MIE Strategic Plan 2015-2020 developed by a joint Trinity-MIE Strategic Planning Group outlines actions for expanding education provision at the Institute through development of distinct academic programmes focusing on education and related specialisms. During the period 2015-2017, MIE has deepened collaboration with the School of Education, Trinity with the appointment of nine MIE academic staff as Research Associates. The institute also created international research partnerships through successful ERASMUS+ applications during this period.



CHAPTER 1

Teaching & Learning



1.1 MIE ACADEMIC PROGRAMMES

1.1.1 Strategy Informing Expansion of Academic Programmes

MIE is an international centre of teaching and research in the field of education. Our commitment to excellence in pedagogical thinking and practice, informed by research, is core to what we do. As an Institute with a singular focus on education, the expansion of academic programmes has recognised education beyond the classroom through the undergraduate BSc in Education Studies, together with new courses which allow for meaningful synergies in initial teacher education provision for early childhood, primary, second-level, further education and other sectors in education. The development of our portfolio of Master courses in Intercultural Education, Early Childhood Education, Leadership in Christian Education, Inquiry-Based Learning, and Visual Arts has provided curriculum leaders and postgraduate educators capable of applying research to their practice in a constructive and reflective manner. In collaboration with our accrediting university Trinity College Dublin, the University of Dublin we have also extended our boundaries to broaden the international profile of our students.



1.1.2 Undergraduate programmes

1.1.2.1 Bachelor in Education

This four year degree programme, academically accredited by Trinity, prepares primary teachers for entry to their professional role and life-long learning journey. It has been conceptualised taking cognisance of the initial teacher education criteria and guidelines for programme providers as outlined by the Teaching Council. The components of the programme comprise foundation studies, curriculum and pedagogical studies, professional studies and specialist areas of study, together with a varied extended school placement component. This MIE flagship programme has over 400 registered students.

1.1.2.2 Bachelor in Science (Education Studies)

The B.Sc. in Education Studies is an innovative, professionally-orientated degree programme which explores education in its broadest sense. Over the course of the four year programme students study adult, adolescent and childhood education as well as various core and optional modules. Each year, the college-based lectures are complemented by a work placement in an education-related setting in Ireland or in one of the growing number of European placements. In year four, students undertake a final year capstone project dissertation and an eight-week internship involving the development of an ePortfolio to demonstrate and reflect on their educational journey and to make connections with learning across the programme. To date, students have taken work placements/ internships in diverse education settings including Mountjoy Prison Education Service, INTO, BNP Paribas, Dublin Adult Learning Centre, Trinity Access Programme as well as traditional school settings in the early years, primary, post-primary, further education and third level sectors. With a long tradition of education, MIE is an ideal place for Education Studies students to build networks nationally and internationally, create opportunities, explore new topics and realise their own potential.

1.1.2.3 Bachelor in Science (Early Childhood Education)

In September 2015, twenty five new first year students joined the MIE community having registered on the B.Sc. in Early Childhood Education course. One year later, a larger cohort of forty three students were accepted on the programme, reflecting the growing need for level 8 graduates in the Early Childhood sector. Students participating in the B.Sc. in Early Childhood Education have the opportunity to study a broad range of subjects including curriculum, policy, language and literacy, mathematical awareness, movement skills, well-being and spirituality, legal frameworks, inclusive practices, and the arts. The modules explored across the four years of the B.Sc. programme are spiral in nature allowing students to delve deeper into each subject matter as they mature and continue to apply theory to practice. Field placement is a core element of the programme and students spend a minimum of six hundred hours in a range of early years' settings prior to graduation. As the programme is still in its infancy, developing a positive and supportive relationship with host settings is a key priority for MIE.



1.1.3 Postgraduate Studies

1.1.3.1 Professional Diploma in Education (Further Education)

The Professional Diploma in Education (Further Education) course is designed to equip students with a range of knowledge and skills related to the profession of teaching in Further Education settings. The course meets the professional requirements for registration with the Teaching Council as established under Teaching Council Regulations 2011. There are two course programme options. A one-year programme or a two year part-time programme, each carrying 60 ECTS credits. The curriculum includes Foundation Studies, Professional Studies and a Practical Teaching Programme. Two distinct educational placements involving both observation and teaching practice are included in the practical teaching programme. The course is delivered using blended learning, with the face-to-face teaching taking place on the campus at MIE on Friday evenings and Saturdays. Currently in its fourth year, it is envisaged to gradually grow the numbers on the course to a total of forty-five across the two programmes.



1.1.3.2 Professional Master of Education (Primary Teaching)

The Professional Master of Education (Primary Teaching) is a two-year full-time course which meets the requirements of the Teaching Council. The course prepares graduates to enter the teaching profession. It encompasses the acquisition of key teaching practices and students are expected to develop a wide range of practical teaching skills both during their time in MIE and on school-based placement. It also includes a significant academic dimension. Students are required to develop competency in educational research and complete a dissertation on a relevant research area of their choice.

1.1.3.3 Master in Education Studies (Intercultural Ed)

The Master in Education Studies (Intercultural Education) is a two-year part-time programme, offered in MIE since 2012. It provides educators with a robust and evidence-informed professional development opportunity to engage positively with cultural and ethnic diversity. The Masters is open to primary and post-primary teachers, early years' educators, teachers in further education, and educators in the non-formal sector. The programme is relevant to all educators, whether working in multi-ethnic or more ethnically homogenous settings. Lectures typically take place in MIE along with online material. Modules in the first year of the programme comprise schools & diversity; teaching English as an additional language; religious diversity and intercultural education; and human rights education. In the second year, students take a module in research methods, and complete a dissertation on their chosen research topic.

1.1.3.4 Master in Education Studies (Early Childhood Education)

The Master in Education Studies (Early Childhood Education) offers a distinctive learning experience based on developing a deep theoretical understanding and critical awareness of key issues in early childhood education. The MES is designed for early childhood practitioners, primary teachers and those working with young children in the area of advocacy. The importance of an active, play-based learning environment is a core tenet of the course and core modules include: Policy and Practice in Early Childhood Education, Psychology of Early Childhood, Language and Literacy in Early Childhood Education, and Inquiry-Based Learning. Participants on the course are facilitated in critiquing their knowledge, skills and attitudes in relation to Early Childhood Education, enabled to add to the body of expertise in their professional practice, and empowered to initiate research projects.

1.1.3.5 Master in Education Studies (Leadership in Christian Education)

The Master in Education Studies (Leadership in Christian Education) accredited by Trinity, is designed as a post-graduate course to enhance the development of leadership capacity in the primary and second-level educational sector. It is open to principals, deputy-principals and teachers aspiring to roles of leadership and management in education. It is also relevant to those who work in support of faith-based education. The specialist modules for this course cover such areas as: Leadership and Theology; Leadership in Education; and Leadership of a Christian School. The MES (Leadership in Christian Education) has developed from the extensive cooperation and collaboration with the Department of Theology and Religious Studies of Mary Immaculate College and is designed to complement the Master of Arts (Christian Leadership in Education) course awarded by the University of Limerick.



1.1.3.6 Master in Education Studies (Inquiry-Based Learning)

This course taps into the widespread and growing interest in inquiry-based learning at all levels of education, from early childhood to higher education. Despite the growing interest in this area, few opportunities exist in Ireland for students to study for a Master's degree where most of the credits are awarded for study and research in inquiry-based learning. The course aims to provide clear interaction between theory and practice, and a key feature is to build a community of inquiry among participants, with a focus on collaborative tasks, both online and face-to-face. Students also undertake a substantial piece of academic research on a topic relevant to inquiry-based learning.

1.1.3.7 Master in Education Studies (Visual Arts)

The Arts and Religious Education Department at MIE offers a Master in Education Studies (Visual Arts). The programme complements current Trinity postgraduate arts education provision in Music and Drama. The structure adopts similar aims and assertions that visual arts is both an art form in its own right and also a highly effective teaching and learning methodology, which has been shown to operate successfully in formal and non-formal educational settings. The programme is designed for educators who have a particular interest in visual arts, integrated arts and arts integration practices. It attracts those interested in developing imagination, ideation and innovation in visual arts teaching practices within early childhood education, primary, post-primary, further, and higher education settings. Each of the three visual arts specialism modules focuses on media strands and recognised imperatives for excellent teaching of visual arts.

1.2 CURRICULUM & PEDAGOGY - THE MARINO WAY

The following section illustrates elements of the curriculum and pedagogical approaches that are prominent in courses across the institute. They include partnerships with educational organisations and settings, the centrality of the Irish language and culture, creativity and innovation, and practice enhanced by research and reflection.

1.2.1 Partnership with Schools, Early Childhood Settings and Link Organisations in the Wider Education Sector

There is significant research suggesting that in order for placement to offer the optimum learning opportunity for students, it should be developed collaboratively with providers. The MIE School Partnership Programme, for example, builds on our very positive and close links with schools by offering a structure within which we can affirm and support the ongoing work of schools and class teachers with our students. It also allows for discussions with respect to changes to the school placement component of the initial teacher education courses offered by MIE and provides a platform for the development of a new and innovative approach to school placement.

The Education Studies undergraduate programme is steadily building a network of link organisations in the education sector both nationally and internationally. These organisations host students on placements and

are sites of research for final year capstone projects. Staff members from the network of organisations engage with students through guest presentations, acting as work placement mentors and dissertation supervisors.

An on-line evaluation tool for host providers is a pilot initiative that facilitates enhanced communication and collaboration between MIE and its network of associated early childhood education providers. This initiative elicits perspectives on the learning from hosting students together with insights into aiding the further development of field placement protocols.

In the spirit of partnership, teachers, early childhood practitioners and educationalists are regularly invited to shared learning events and are offered targeted supports in MIE with a view to enhancing the placement experience for providers and students. We look forward to the ongoing development of this partnership approach to placement, work experience and internship and believe that through collaboration the experience of both providers and student will be enriched.

1.2.2 Digital Technology for Education: Towards a Creative Approach

Education technology is constantly evolving. Our students experience a wide range of interactive technologies and mobile apps that support teaching and learning across diverse settings. In lectures, academic staff take a practical, hands-on approach to exploring technology for education, with creativity, innovation and constructivism being core to the MIE approach.





1.2.2.1 The Central Role of Pedagogy

From the outset, the central role of pedagogy is emphasised in all courses across the institute. Before considering which technologies to include in a lesson, students are encouraged to think about the learning context, curricular objectives/outcomes and possible methodologies. Regardless of the topic, this approach helps students learn how to blend a range of teaching and learning resources – both non digital and digital – in interesting ways. For example, this can enable children to conduct interviews and produce a ‘news report’ style podcast; capture events with drawings or images and create a movie/animation; and share their experience with a wider audience through a blog post. Consequently, this affords students opportunities to identify technologies that can support an Inquiry-Based Learning approach, develop digital literacies for the 21st Century classroom as well as offering insights into how to approach collaborative pan-European project work through eTwinning.

1.2.2.2 Coding in Context

As part of the Creative Technology modules on undergraduate and further education courses, students at MIE learn about the value of ‘coding’ within education settings. Coding is a topical issue in education, both here in Ireland and internationally, and according to a recent report on STEM Education in Ireland (2016), coding software can enable children to learn and apply STEM concepts. There are many different types of software available to teach children the basics of coding. In MIE, students are introduced to Scratch, which is freely available to schools and widely used. Students experience different ways in which to use Scratch, from a contextual perspective. For instance, they may begin

with a topic/theme and then explore how children can use Scratch to animate a story, create a challenge, or solve a problem. Each year, in support of EU Code Week, our students participate in workshops and share their activities online. This year, we will extend the students’ learning by introducing them to other types of coding experiences for education such as BeeBots and K’Nex STEM Explorations.

1.2.3 The Practice of Teaching

Staff in MIE take pride in introducing innovative teaching and learning methodologies while building on tradition and research. Such an approach is facilitated by dedicating resources towards research-informed teaching and assessment across all courses. Tangible illustrations of this commitment are the small class sizes and the dedicated spaces in areas such as early childhood education and the arts. Examples of this approach include Teaching and Learning modules and ePortfolio assessments which support students in developing a reflective stance as educators.

An innovative format, informed by research, has been developed in MIE for helping students acquire practices of teaching. The Teaching and Learning modules offered on the Bachelor in Education and Professional Master of Education courses introduce students to core teaching practices that can be applied across many subjects and across all primary school class levels. The practices include leading a whole class discussion, introducing or consolidating content through storytelling, and communicating about teaching with parents and guardians.

Students begin by observing an experienced teacher representing the practice, either live or on video. Together, students and lecturers deconstruct what the

teacher did and did not do and why. Then students, observed by expert tutors and their peers, rehearse a mini-lesson that incorporates the practice. Finally, students approximate practices in a classroom in a local school, supported by their peers and course tutors. The approach scaffolds future teachers' learning as they begin taking responsibility for educating young children in advance of their school placement experience. Embracing the digital world, ePortfolios are created by B.Ed., PME and Education Studies students to enhance learning and reflection. A multimedia approach is used in all ePortfolios and students are encouraged to explore the personal, reflective, professional, academic dimensions of their path to becoming inspiring educators.

1.2.4 Integration, Imagination & Innovation

During initial 'blue sky' thinking for the reconfiguration of undergraduate programmes, lecturers conceived unique modules which explore and exemplify imagination, integration and innovation in diverse educational contexts. In the Bachelor of Education degree, students learn about interconnected learning journeys that embrace children's voices, as well as opportunistic integration and performances of

understanding to assess children's learning. They evaluate learning spaces and places conducive to flow, and design creative classrooms informed by educational theories pertaining to creativity. As part of a research poster project, students undertake document analysis of a curriculum area to critically evaluate how well that subject fosters particular types of imaginative thinking.

The modules in the Early Childhood degree are spiral in nature, allowing students to integrate new learning with established knowledge as they progress through their four years of study. The modules are designed to deepen students' understanding of effective pedagogy in early childhood beyond the status quo, such as their modules on play and dispositions, creativity and visual arts, understanding childhood in context, and inquiry-based learning.

On the Education Studies programme students are encouraged to be innovative in their choice of work placement setting so as to provide a rich and stimulating educational experience connected to their learning journey on the programme. In each year, students demonstrate, develop and refine their personal creative and innovative skills through the use of multimedia portfolios.





1.2.5 Cherishing our Irish Cultural and Linguistic Tradition while being Members of a Global Community

Multilingualism and multiculturalism are part and parcel of the MIE campus, as exemplified by the presence of the Trinity International Foundation Programme students on campus. The Irish language and Gaelic culture sit comfortably and confidently in this rich milieu with Irish as a living language, a strong Irish Language Society, a staff which has a positive attitude towards the language and bilingual signs on the campus. Irish as a subject is interwoven through the B. Ed., PME and B. Sc. (Ed. Studies and Early Childhood Education) courses. The Marino Way in these courses is to give the students an ability in Irish which will help them to operate effectively and communicatively in the professional setting in which they will be working, the school or elsewhere. The students have opportunities to develop their speaking ability in classes in which there are very small groups of students. Student teachers spend two Irish Language Learning Periods in the Gaeltacht. The Scholarship Scheme to undertake School Placement in the Gaeltacht gives students opportunities to teach through the medium of Irish in a Gaeltacht environment. The opportunity to collaborate with Gaeloideachas – which has offices on the campus – is availed of and the COGG Book Repository resides in the Irish Language Room, an important collection which is made available to lecturers, students and outside groups alike.

1.2.6 Inspiring Educators through Research and Reflection

Undergraduate research at MIE is flourishing with students from both the Bachelor in Science in Education Studies and Bachelor of Education programmes undertaking research dissertations in their final year. The Education Studies students complete a module on research methods and undertake a final year capstone project dissertation using both qualitative and quantitative methods working with individual supervisors.

With the reconfiguration of the B.Ed. course, fourth year students now undertake a substantial research dissertation using documentary research methodology and work in supervised 'cluster' groups of six students. The aim of the dissertation is to deepen students' knowledge of one specific area in education and, through research, to help develop their capacity as a reflective, critical teacher. Students are given a choice of research areas including Early Childhood Education, Literacy, Gaeilge, Inclusive Education, Mathematics, and Psychology. MIE is developing a repository of students' research work along with a detailed database of each research title, with copies of exemplar work being hosted in our library and on the internal Moodle platform.

CHAPTER 2

Research



2.1 RESEARCH STRATEGY

MIE's research focus is aligned with its mission of promoting inclusion and excellence in education. For MIE staff, research underpins practice across all programmes and initiatives. The HEA's *Report on of the International Panel on the Structure of Initial Teacher Education Providers in Ireland* (Sahlberg Report) identified the issue of creating critical mass for research and its applications as a basis for teaching and learning as both a challenge and opportunity for ITE providers. In response, MIE reviewed its research strategy, particularly focusing on research funding procurement. MIE has a demonstrated track record of applying to and accessing national and cross-border sources of research funding through HEA and SCoTENS funding calls. The research strategy review highlighted the need for MIE to engage in wider collaboration and partnership on a European scale. In terms of EU research funding calls pertaining to education, the main source resides with the Erasmus+ programme and also through select calls in the Horizon 2020 programme. To support MIE staff to identify and access suitable calls and consortia for these EU-funded programmes, several training workshops were provided, covering the higher and schools education research funding landscapes. In 2016 MIE was involved in several grant proposals submitted to Erasmus+ and Horizon 2020, and was successful in relation to two Erasmus+ proposals. MIE is the coordinator of the Empowering Inclusive Teachers for Today and Tomorrow project, a 30-month project with partners from Finland, Cyprus, Belgium and Latvia. MIE is also a partner in the Empowering ePortfolio Process project with partners from Finland, Belgium, Denmark and Portugal.

2.2 ERASMUS+

2.2.1 Empowering Inclusive Teachers for Today and Tomorrow

EiTTT (Empowering Inclusive Teachers for Today and Tomorrow) is a European strategic partnership project funded under the Erasmus+ KA2 Education Programme of the European Union. MIE leads this 30-month project which commenced in October 2016. MIE will work with partner organisations in Belgium (University Colleges Leuven-Limburg & Karel de Grote University College), Cyprus (Dimotiko Sxoleio Anthoupolis KA), Latvia (Rigas 45. vidusskola) and Finland (Lukkarin koulu). The project partners, who represent three teacher education institutions and three schools, share a commitment to inclusive education and an understanding of priorities to be addressed to ensure inclusion is intrinsic to school practice.

2.2.2 EEP – Empowering ePortfolio Process

In September 2016, MIE commenced a two year Erasmus+ project with partners from HAMK (Finland), VIA (Denmark), IPS (Portugal) and KU Leuven - Limburg (Belgium). The title of the project is Empowering ePortfolio Process (EEP). EEP aims to develop inspiring assessment and guidance practices in competence-based higher education by increasing students' engagement empowered by the use of a dynamic ePortfolio process drawn from the sharing of best practice. The focus is on increasing student motivation and participation by concentrating on personal accomplishments, creative ways of making competences visible in the digital world, developmental assessment integrating learning, and using competence based criteria. EEP also aims to reflect the complexity, depth and scope of teaching and learning in an education-related career in a meaningful and accessible way for students. In addition, EEP acknowledges that limited digital competence is a potential barrier to the successful implementation of ePortfolios and this is factored in to the developmental nature of the pilot activities carried out by MIE as part of the project.

2.3 NATIONAL AND CROSS-BORDER FUNDED RESEARCH

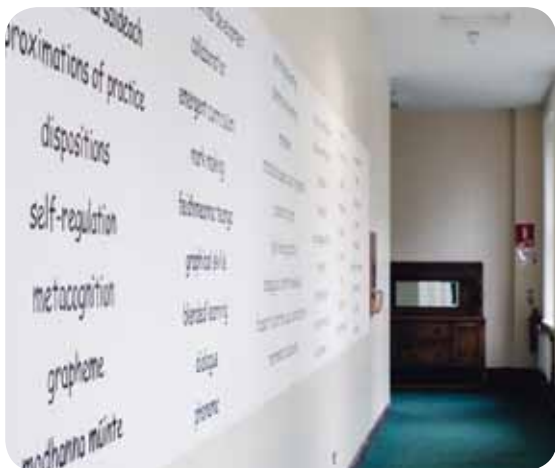
2.3.1 Young People's Reading Choices and Practices

The Council for Gaeltacht and Irish-Medium Education (COGG) awarded funding to Dr. Claire M. Dunne (MIE) and Dr. Tina Hickey (University College Dublin) in 2015 to explore the reading choices and practices of young people in the Irish language. This research builds on other studies wherein teachers, publishers, and authors contributed, but it places children's voices at the centre. The researchers gathered the views of children in Third and Fifth class in an Irish-medium school outside the Gaeltacht in relation to their general attitude to reading, their attitude to reading in Irish, their attitude to the Irish language and Irish Gaelic culture, and the literary genres that interest them as well their experience of these genres to date. The researchers then designed a 10-week reading club in which the children had an opportunity to read a new literary genre each week, including comics, musical lyrics, and non-fiction books.

2.3.2 Report on a Consultation with Children and Young People on Education for Sustainable Development, October 2016

This consultation was awarded to Dr Deirdre McGillicuddy (MIE) by the Department of Education and Skills and facilitated in collaboration with the Department of Children and Youth Affairs.

The primary objective of this consultation, as recommended in the National Strategy on Education for Sustainable Development (2014-2020), was to consult with pupils and students on the issue of Education for Sustainable Development in order to inform future policy within the Irish context. The consultation adopted a qualitative methodological approach encompassing brainstorming sessions, ranking exercises, World Café placemat discussions, and a recommendation wall. A total of 72 children and young people (42 pupils and 30 students) participated in two consultative sessions (one for primary pupils and the other for post-primary students) in October 2016. In preparation for the presentation of the report, the data collected with the children and young people was collated and analysed with key themes and emergent issues identified and highlighted for relevant stakeholders.



2.3.3 Report on the Workshop Discussions at the Comhairle na nÓg Showcase, November 2016

This funding was awarded to Dr Deirdre McGillicuddy by the Department of Children and Youth Affairs. Comhairle na nÓg is Ireland's child youth council which seeks to provide children and young people with a forum for exploring issues relating to their lives and for interacting with decision makers within the social, economic and political systems in Ireland. Under the *National Strategy on Children and Young People's Participation in Decision Making* (2015-2020) the Department of Children and Youth Affairs, which oversees the running of this youth council, has undertaken to create a five-year development plan for Comhairle na nÓg. Core to the development of this plan is listening to the children and young people's voice(s) in identifying the opportunities and challenges they experience when engaging with Comhairle na nÓg, and it is within this remit that the workshop discussions were held at a National Showcase

in November 2016. Over four hundred children and young people from Comhairle na nÓg, attended the 3rd Biennial Showcase event in Croke Park on 24th November 2016.

2.3.4 Teaching and Learning Enhancement Fund

A joint research project entitled "Digital Skills in Action" was funded by the National Forum for the Enhancement of Teaching and Learning under their 'Enhancement Theme 2016'. MIE, represented by Alison Egan, conducted research in partnership with Trinity, the National College of Art and Design, University College Dublin and Dun Laoghaire Institute of Art Design and Technology (Lead partner). The project comprised of multiple phases. The Taking Stock phase entailed gathering, analysing and sharing current resources and activity on digital skills in our institutions, and mapping these skills to the All Aboard digital skills framework. The Design and Development phase identified and enlisted members of the academic community to create discipline-specific case studies of digitally enhanced practice. Each case study provided the focal point for the development and implementation of pedagogical and instructional design resources, which were hosted on an open platform shared across the institutions. At MIE, Alison Egan was partnered by Dr. Michael Flannery who researched the potential of multi-user virtual environment (MUVE) functionality on visual arts inquiry. In the third phase, students and staff across all cluster institutions were invited to participate in seminars and workshops, centred on the case studies during their TEL week in March 2016. The joint project was evaluated through a review of the success of the collaboration within the cluster with respect to levels of participation and engagement in each stage of the project and the impact on staff and student learning.

2.4 RECENT PUBLICATIONS

2.4.1. Rannóg na Gaeilge, 2015-2017

A commitment to scholarship and research is central to the work of Rannóg na Gaeilge. To mark the centenary celebrations, the Irish Department organised *Gairm na bPíarsach* - a forum which gave people an opportunity to share research about 1916. Arising out this forum all contributions have been edited by Dr Marie Whelton and Aodán Mac Suibhne and made available in booklet form. An interesting article by Dr. Claire Dunne 'Drámaíocht na Gaeilge sa Seomra Ranga Bunscoile: Modh Ealáine nó Modheolaíocht?', published in *Breac: A Digital Journal of Irish Studies*, August 2016 traces the path of Irish-language drama in education, examining the reduction

of drama from a vibrant art form to a language-learning methodology. Also discussed is the use of political-historical drama at the beginning of the 20th century, especially during the Revival, contrasted to drama in today's classroom. The analysis covers contemporary collections of plays for primary schools with their implicit and explicit advice to teachers on their use in the classroom. In 2015, Dr Marie Whelton published a peer reviewed paper in *The Irish Teacher's Journal* which examines a representative sampling of poems from 1930-2010. The poems deal with the theme of teaching and learning, and, all of the poems were authored by Irish-Language poets who were primary or secondary teachers for all, or part, of their professional lives. She also published an article about the ethics of realism in *Bliainiris* and an article about the Irish language poems of the Christian Brother, Liam Ó hÁinle.

2.4.2 Become the Primary Teacher Everyone Wants to Have: A Guide to Career Success

In authoring this book Dr. Seán Delaney has drawn on his wide experience in primary teaching and teacher education. It was published by the prestigious UK publisher Routledge and is the book Seán would like to have had available to him as a beginning teacher. The book offers a "guide on the side" for beginning teachers as they prepare for teaching, managing classroom behaviour, choosing teaching methods, differentiating among children, assessing understanding, communicating with parents, relating with colleagues, and achieving a work-life balance. It includes sections on teaching reading and mathematics and working with children in early childhood education.

2.4.3 Introducing Bronfenbrenner: A Guide for Practitioners and Students in Early Years Education

March 2017 saw the publication by Routledge of this practical book by Dr Leah O'Toole. It was written with co-authors Prof Nóirín Hayes of Trinity College Dublin, and Dr Ann Marie Halpenny of Dublin Institute of Technology. This book presents a comprehensive introduction to Bronfenbrenner's model of human development, drawing on practice-based research to identify and animate key elements that impact on early educational pedagogy. Bronfenbrenner's model is located within current research findings from psychology, neuroscience and education, and explored by reference to contemporary understanding of how children learn. The book guides the reader to the essential elements for quality early educational practice. It captures the dynamic nature of the model and the role of the early education professional in applying it to practice.

2.4.4 Nuair a Stadann an Ceol

In 2015, the second edition and audio book of *Nuair a Stadann an Ceol* by Dr. Marie Whelton was published by Comhar Teoranta. It is a novel for language learners that tells the story of Róisín, who, having put herself through university and having spent a few years working, is back studying again and aims to qualify as a Primary School Teacher. She has new friends and is playing plenty of music at Education College, but she also has to cope with huge personal challenges. It is a story about the sacrifices people make for the gifts of family, friendship and music, but, it is also a story about the ways in which those gifts save. MIE students have studied the novel and an extract from the novel has been published in *Staighre* for Junior Certificate students.

2.5 MIE LIBRARY

To support the Institute's strategic goal of increasing research activities, the library fronted a number of new initiatives with the help of partners across the Institute. Students at undergraduate and postgraduate level engaged in information and digital literacy instruction targeted at key points in their studies such as first year students transitioning into third level, and final year students beginning research-informed dissertations. Equally mindful of the challenges facing academic staff, the library facilitated practical workshops on getting published and managing research. In collaboration with the Research & Development Programme Management Office, the library is currently working to develop an Institutional Repository for academic staff to showcase their research on an MIE page within TARA, TCD's Institutional Repository.

The creation of a new Marino Institute of Education website in 2016 allowed the library to introduce a web-scale discovery tool providing a single search portal across the library's print, open access, and subscription collections, as well as multimedia guides to an expanding range of library resources. In cooperation with the IT department, authentication methods have been introduced for easier on and off-campus access to online resources for registered staff and students. Alongside technical advances, educational outreach and extended opening hours, the library expanded existing print resources to reflect the increasing diversity of the MIE student body and programme provision across the continuum of teacher education and education studies.

CHAPTER 3

Inclusion & Equality



3.1 INCLUSION AND EQUALITY

The MIE 2015-2020 Strategic Plan identifies *Inclusion and Equality* as one of four priority areas. MIE engages proactively in community and outreach partnerships, focused research projects and targeted education programmes, to broaden the profile of the student body. A fundamental tenet of our focus on inclusion and equality is to provide thought leadership in the national dialogue with respect to pluralism in education, and positively influence policy in the area of inclusion and diversity in educational settings.

3.2 COMMUNITY AND OUTREACH PARTNERSHIPS

3.2.1 Development and InterCultural Education (DICE)

The Development and InterCultural Education (DICE) project is a national collaborative education initiative promoting the integration of development education and intercultural education in Initial Teacher Education at primary school level. MIE has consistently foregrounded its commitment to issues of social justice and equality both at national and international level. The work of DICE has now become embedded in both the practice of lecturers in their teaching and in the learning of the students across all Level 8 and Level 9 programmes in the Institute. A committee of staff and students work collaboratively to progress the DICE goals, while developing and nurturing relationships with NGOs and advocacy groups is a core aspect of the current activity. This is complemented by the growth of a research community engaged in a process of reflective practice and action promoted through engagement in research activities at both undergraduate and postgraduate level. It is evident from the engagement of students with topics directly influenced from work within and across the DICE programme (both at explicit and integrated levels) that the landscape of change within the Irish educational system is having a direct impact on how teachers teach and how they see the learners in the classroom. Here in MIE we seek to empower these teachers and encourage them to become agents of change, informed by and informing research, as they return and (re)negotiate the ever changing dynamic of the education system.

3.2.2 Standing Conference on Teacher Education North and South (SCoTENS) - Teaching English as an Additional Language

The 2015 annual SCoTENS conference in Limerick focused on Teacher Education for Social Justice.

Dr. Barbara O'Toole from MIE, and Dr. Barbara Skinner from the University of Ulster at Coleraine presented a workshop on Teaching English as an additional Language. Following the success of this initiative, an application was submitted to SCoTENS for funding in 2016 for seminars on EAL in Coleraine and MIE during 2017. With the support of this SCoTENS funding, along with match funding from the two institutions, seminars entitled '*Minority language students and the curriculum: closing the achievement gap*' were held in the University of Ulster in Coleraine on February 9th 2017 and in MIE on April 25th 2017. Speakers included Piet Van Avermaet from Ghent University in Belgium (Dublin seminar only), Andrew Hancock from Edinburgh University, Jean Conteh from Leeds University, and Dr. Déirdre Kirwan, former principal of Scoil Bhríde (Cailíní) in Blanchardstown in Dublin. Both seminars attracted large groups of participants, including teachers from primary and post-primary schools, teacher educators, students, and researchers. A video resource based on the two events is currently being compiled and will be available on the websites of the two organisations and on the SCoTENS website.

3.2.3 Marino Teaching Access Programme

In April 2013, MIE in conjunction with Northside Partnership and Aodhán Ó Riordáin T.D. (Labour Party Representative from Dublin North Central) launched a scholarship scheme to increase the opportunities for pupils in DEIS secondary schools in north Dublin to become primary school teachers. This scheme is particularly relevant to MIE as one of its stated Guiding Principles is 'to provide education programmes to encourage and empower the disadvantaged and the poor'.

Teachers in the schools included in the *Marino Teaching Access Programme* identify transition year pupils who are deemed to have the potential to attain the necessary points to apply for a teaching training course and who are likely to benefit from extra tuition in Irish. These students are invited to take part in the scheme and attend classes in Irish at MIE. The focus is on fostering a positive attitude towards the language, on undertaking different activities through the medium of Irish and on getting the pupils to believe that their dreams can be realised. Results to date in relation to the initiative are very positive with a number of students progressing to initial primary teacher education programmes and others successful in their applications for higher education degree programmes. This initiative is ongoing and has informed a joint application from MIE and Trinity under the HEA Programme for Access to Higher Education (PATH) Call.

3.2.4 MIE, Northside Partnership and Dublin City Libraries Initiative – The Storytime Project

The Story Time Project is a dialogic story-reading project for parents and children organised by MIE with the support of the Northside Partnership group and Dublin City Libraries. The project focuses on schools and pre-schools in the Northside Partnership catchment area. Since it began in 2009 there have been fifteen iterations of the Storytime project with six hundred and sixty-four parents and their children participating to date. The Storytime project is a five week reading programme that has been developed and refined by Dr. Joan Kiely, Head of Early Childhood Education at MIE. It aims to inspire parents to read on a regular basis with their children, to encourage the use of decontextualised language by children, to increase children's vocabulary, conversation and cognitive skills, and to encourage parents and children to use their local library.

The initiative is undertaken with the active support of Home School Liaison teachers and Early Childhood educators who recruit parents to take part in the project. These parents are invited to MIE to hear about what is involved in the project and to receive some basic training in reading with their children. The participating schools have been drawn from the Artane, Darndale, Priorswood, Donaghmede, Kilmore, and Killester areas. The feedback from an internal process evaluation involving the



stakeholders on the project, conducted from 2013-2016 reported improved use of decontextualised language in children, increased enjoyment of reading and interest in books for children and parents, strengthening of relationships between parent and child and between parents and schools and increased parental confidence. MIE continues to provide assistance to this initiative in collaboration with community and other stakeholders through ongoing professional learning opportunities on site for participants.

3.2.5 The School Links Programme

As part of MIE's contribution to the wider community, the Visual Arts department organises a school links project with primary school children and their teachers from local DEIS schools and ASD units. The project aims to develop children's artistic abilities, share exemplars of good practice with our students and demystify third level for children who may not have family members in third level education. Each year, the project includes children's voices, embraces opportunistic integration and plans visual arts integration with other curriculum areas. Each project includes a research component that evaluates the impact of visual arts integration on another aspect of children's learning. In 2016, visual artist Vanessa Donoso Lopez and curator Jennie Guy developed a programme of process-focused visual arts activities which integrated with procedural writing and an exhibition of work displayed at the SEED exhibition of BLOOM 2016. Findings were presented at the Literacy Association Conference 2016. The School Links programme for 2017 integrates music, visual arts and SESE. It investigates music making, musicality in visual arts, visual scores, the science of sound, sustainability, and environmental awareness and care. The concurrent research dimension evaluates the efficacy of a portable EcoSonic Playground from a STEAM learning perspective. This research is part of a larger project entitled *The EcoSonic Playground: A Place Where Children Play, A Community's Project* in partnership with University of Massachusetts Lowell.

3.2.6 HEAR and DARE

In the interests of widening access to higher education, MIE takes part in the HEAR (Higher Education Access Route) and DARE (Disability Access Route to Education) national alternative admissions routes. HEAR offers places at reduced points to school-leavers from socio-economically disadvantaged backgrounds, while DARE offers places to students who have experienced additional educational challenges as a result of a disability.

MIE reserves 15% of places on undergraduate courses for HEAR, DARE and mature students. Currently, there are 45 HEAR students and 23 DARE students enrolled. MIE has seen a steady increase in the number of students admitted via these schemes. The academic year 2016-17 has seen the highest levels of combined HEAR and DARE enrolments yet, with 14 HEAR and 12 DARE students beginning undergraduate programmes in September 2016.

Once enrolled, HEAR students receive some financial assistance to help with the costs of attending third-level, while DARE students receive a range of academic supports as part of MIE's wider Disability Service (which currently has 40 registered students in total).



3.3 PLURALISM AND EDUCATION

3.3.1 Education and Training Boards Ireland (ETBI) and Marino Institute of Education (MIE) - CPD for Community National Schools Professionals

Community National Schools (CNS) are state-operated, child-centred, inclusive, multi-belief primary schools. The patrons of CNS schools are the Education and Training Boards (ETBs) and to date, there are community national schools in counties Dublin, Wicklow, Meath, Kildare and Cork. Education and Training Boards Ireland in partnership with MIE have developed a certificate programme for community national schools professionals. Modules for the 2017 programme include:

- **Schools and Diversity – Inclusion and Intercultural Education**
- **Teaching English as an Additional Language – an Intercultural Approach**
- **Religious Diversity in an Intercultural Context**
- **Human Rights, Human Rights Education and Interculturalism**

Feedback on the programme from participants has been very positive and the potential for further collaboration between ETBI and MIE is being explored.

3.3.2 Dr. Rowan Williams - Risking Faith in Conversation, Risking Faith in Schools

'Grace' and 'presence' are two words that may not often sit easily in the educational contexts in which we work today. But the visit of the former Archbishop of Canterbury, Dr. Rowan Williams to MIE in May 2016 offered two instances of just this. His graciousness and generosity in entering so fulsomely into conversation with a variety of guests on the first day of his visit restored faith in the virtue and potential of genuine 'good conversation' among people, and among colleagues from differing educational institutions and workplaces. Many months later the academic space at MIE is charged with the memory of his words and his presence here, and not forgetting the presence of teachers and educators who packed the hall to listen and to converse with him.

His visit is one that MIE can celebrate, but as with all genuine celebration, it carries within it the challenge to love and to serve that which we celebrate. His two days in the college offered all who attended abundant food for thought and for action – with at least twelve baskets left over. The challenge is to share these baskets into the future so that future teachers may be well nourished as they set about their educational task in a world in which conversation is too often puny and thin.

3.3.3 Cultural and Religious Pluralism in Education

A one-day conference, under the auspices of the Irish School of Ecumenics, Trinity College Dublin, MIE and Dublin City Interfaith Forum addressing the topic of cultural and religious pluralism in education was held in the Irish School of Ecumenics, Trinity College Dublin, on April 16th 2016. It was planned and coordinated by Dr Jude Lal Fernando from the Irish School of Ecumenics and Dr Barbara O'Toole from MIE. This collaborative event reflected the deepening relationship between MIE and Trinity, and participants were drawn from constituencies relevant to both organisations: teacher education, religious education, schools, researchers, patron bodies, the NCCA, and interested individuals. Guest speakers at the conference included: Dr. Leslie Bash Religion, *Schooling and the State: Negotiating and Constructing the Secular Space*, Dr. John O'Grady *Religious Pluralism in Education*; Swami Purnananda *Hindu Pluralism in Education*; Dr. Melanie Brown *Jewish Pluralism in Education*; Dr. Patrick Claffey *Christian Pluralism in Education*; and Shaykh Dr. Umar Al-Qadri *Islamic Pluralism in Education*.

CHAPTER 4

Student Life



4.1 STUDENT EXPERIENCE & SUPPORT

4.1.1 Student Voice

Marino Institute of Education Students' Union (MIESU) is the representative body of all students, across the full range of courses in MIE. MIESU is comprised of a cohort of student volunteers, who strive to represent the students to the best of their abilities and ensure that all students develop within the college environment socially, physically, and academically. The MIESU is comprised of executive officers including the President, Vice President, Education and Welfare and Equality officers as well as other elected officers, including Entertainments, Sports, and BSc officers. The SU's main functions are: to provide academic assistance to students regarding assignments and exam results; to provide support to students in need, from the onset of the year and throughout; to represent the students with external bodies, such as the INTO and with the Department of Education; and to provide entertainment on and off campus. The Sports officers in the college emphasise the importance of an active lifestyle and strive to enable the students to participate on the sporting field and court. There is an active Cumann Gaelach that encourages a thriving and positive attitude towards the Irish language and culture in MIE.

Members of MIESU represent students on various committees in the Institute such as the Academic Council, Governing Body, Court of Appeals and the SSLC (Staff-Student Liaison Council). Ultimately, MIESU wish to ensure that a quality academic and social experience is provided for all students throughout their time in MIE.

4.1.2 Staff-Student Liaison Council

The Staff-Student Liaison Council (SSLC) is a channel of communication between staff and students. It is a forum for dialogue regarding academic matters, student supports and facilities. Key issues have been raised in this forum that led to enhanced facilities for students, including the renovation and upgrading of the fitness room, additional student space and extended catering opening hours. The student voice is also reflected in revised policies and procedures in relation to matters such as examinations, attendance and academic conventions. The membership of the SSCL comprises four staff members, including representation from the Registrar's Office, the School Placement department, the initial teacher education programmes (B.Ed, FE and PME), and other MIE academic programmes, and four to six student-elected representatives, including the SU president, vice-president, welfare officer, and education officer. The SSLC meets three times per academic year.

4.1.3 Student Well-Being

At MIE there is a commitment to supporting the well-being of students and a number of services are provided in this regard. To support students to maintain their physical health, Fairview Medical Centre registers all incoming students through the Registrar's Office, and each student can avail of three complimentary visits for each academic year. There are also extensive sports and recreation facilities available, and a proactive approach to health promotion is evident on campus. MIE is equally proactive regarding mental health and well-being, with initiatives such as the annual Mental Health Week activities and ongoing initiatives such as Suaimhneas. The Counselling Service at MIE (in conjunction with Trinity College Counselling Service) provides one-to-one and group-based counselling and assessment on-site, on-line, and/or off-site in the Trinity Counselling Offices. Emergency and critical-incident support is also available.



Academic support in MIE begins with a detailed induction process on enrolment. All students are allocated an academic staff member as tutor, to guide them through all elements of academic life, and provide individualised support and guidance when needed. All MIE students may also avail of the TCD Student Learning and Development team free of charge relating to matters such as academic writing, presentation skills, exam preparation and much more. Students have also themselves developed a mentor system called (POP – Peer-On-Peer) whereby more experienced students offer support and guidance to those just starting out on their academic journey.

For students with a disability or special educational need, MIE's Disability Support Service (in conjunction with TCD Disability Service) provides a Learning Education Needs Summary, or LENS report, outlining the 'reasonable accommodations' that will allow the student to take full part in study and reach his or her potential. MIE is committed to providing an accessible, inclusive learning environment, physically, socially and attitudinally.

MIE also provides access to a *Student Assistance Fund* offering financial support for students who may otherwise struggle to engage with third level education. Any student can apply for support to help with temporary or ongoing financial difficulties.

The Chaplaincy and Campus Ministry provide spiritual and personal support with college life, bereavement and illness, and regularly invite the Marino Community to celebrate significant moments in the life of the college by creating spaces for prayer, reflection, transformation and personal formation.

4.2 CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

4.2.1 Music at MIE

At MIE, 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 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. Additionally, music educational issues are explored from a research perspective by a number of students in the thesis modules of their degree programmes. Recent research contributions explored issues such as teacher competence, formal/informal learning, and the perceived challenges of teaching music at primary level. Another aspect of MIE students' formative development as educators, which is perhaps unique to MIE, is the cross-curricular student-led approach adopted in the preparation of key liturgical events such as Opening and Closing Year Masses, the Christmas Carol service and other liturgical ceremonies. Such preparations are supported and facilitated by lecturers from the Religious Education and Music departments.

A vibrant informal musical environment is also enthusiastically encouraged in MIE and testament to this is the extraordinary talent evidenced in end of term concerts and RTE *Céilí House* broadcasts year in, year out. MIE attracts a wonderful cohort of practical musicians representing the many music genres, though perhaps especially from the Irish traditional music world. The encouragement and development of such talent and abilities can only augur well for the future of music education in schools.



4.2.2 Gaelic Games

Gaelic games have always been an integral part of life at MIE. During the past four years the Institute has greatly benefitted from the appointment of a Games Promotion Officer jointly funded by Croke Park and MIE itself. Having won Corn na Mac Léinn (Division 2) in 2016, the men's footballers narrowly missed out on a place in the Trench Cup (Division 2) final in 2017 losing to Waterford Institute of Technology by a single point in a hard fought semi-final. The men's hurlers made a bold attempt to capture Corn Fergal Maher (Division 3) but were beaten by GMIT Letterfrack in the final. The Ladies' Gaelic Footballers took pride of place in 2017 when they were crowned All Ireland champions with a resounding victory over a gallant RCSI team in the final of the Donagh Cup. The success of the Camogie team in pre-Christmas blitzes augurs well for future success in this code. The dedication and commitment that the students bring to their chosen sports is a great source of pride to everyone in the Institute.

It is very difficult to be unaware of the vibrancy of Cumann Lúthchleas Gael activity among the student body and the Institute staff (academic and ancillary). E-mails containing fixtures, results, match reports are sent to everyone on the campus. Photographs and accounts of matches are posted on notice boards, Facebook pages, the Institute's website and Ezine. The students have their own sports website, *Marino Sport* and the internal printed magazine, *Marino Matters* gives wonderful written and pictorial coverage in its monthly issues. Instant communication between all involved in Gaelic Games in the Institute is provided through social media.



4.2.3 Fitness and Sport

Students at MIE have access to a fitness space which was upgraded in 2017 following a consultation process.

Regular fitness classes are organised during term, including a well-attended post-Christmas six week fitness training boot camp.



This year saw the very first MIE Men's basketball team in many years. While no victories were recorded throughout the league, the commitment of the coaching team and players was commendable. Players from MIE academic programmes including the International Foundation Programme, B.Ed and B.Sc courses participated in this new sporting venture. Women's basketball was exciting and competitive during 2016-2017 but despite good performances the team did not progress to the finals.

Students with an interest in games and sports that are currently not available at MIE are eligible to play on teams for Trinity. Current students are active members of Trinity soccer, athletics, badminton and table tennis societies. While at MIE students pursuit of their interest in sport through their local clubs is encouraged and celebrated. A notable success story involved an MIE student who achieved a gold medal in a European Mixed Martial Arts event in 2016.

4.2.4 Suaimhneas

The weekly 'Suaimhneas' hour, at noon on Wednesdays, has been a feature of the timetable in MIE since 2013. 'Suaimhneas' is a Gaelic word meaning 'tranquillity' or 'ease' and this 'pause' hour or time of reflection has been timetabled for the well-being of students and staff. This is an hour when no lectures, seminars or meetings take place. Instead, students and staff are offered space for reflection, either by simply having some personal space in the outstanding environment at MIE, or by availing of one of a selection of holistic or silent opportunities. In addition to a reflective space with sacred music in the chapel, staff and students have been offered mindfulness, mindful exercises, tai chi, tai chi to music,



yoga, capacitor practices, hands in the soil, music, artist workshops, mindful walks, beditation, puppy therapy, henna workshops, hula-hoop space, circle dance and photography, among other opportunities. ‘Suaimhneas’ also affords a space for students to avail of drop-in counselling sessions with the Trinity counsellor on site in MIE at that time or to meet with their personal tutors. However, the key reason for the Suaimhneas hour is the creation of a reflective space in the middle of the busy college week. The need for such a space was signalled by participants in a doctoral research study as a critical part of their ‘inner-life’ development as students in MIE.

4.2.5 MIE Writer in Residence Programme

The Writer in Residence Programme was initiated in partnership with Poetry Ireland and is now well established in MIE. It is aimed at promoting the arts in education, extending students’ engagement with and enthusiasm for literature, and providing opportunities for students interested in developing their own creative writing potential to receive feedback on their work from a published writer. In this way, the programme aims to contribute to the personal, academic and professional development of students and to enhance their experience of campus life beyond the lecture theatre and classroom. It includes readings, in-class workshops, talks on children’s books and an online element open to all on campus. Past writers in residence include the children’s author Siobhán Parkinson, who went on to become Ireland’s first Children’s Laureate, and the poet Enda Wyley, who recently became a member of Aosdána. The current writer in residence, Marie-Louise Fitzpatrick, is both a picturebook creator and a novelist. She has won the Children’s Books Ireland Book of the Year award on four occasions, most recently for her novel *Hagwitch*.

Each writer brings a unique set of talents, a range of experience and skills and a creative perspective that enriches and complements college courses in literature and should have a positive impact on future classroom practice. A distinctive aspect of the 2016-7 residency is the series of blogs that Marie-Louise has circulated on the process of creating a picturebook from initial ideas and first sketches to final published product.

4.2.6 International Foundation Programme Student Showcase Event with Mr. Richard Bruton T.D., Minister for Education and Skills

Students enrolled in Trinity International Foundation Programme had the unique opportunity to showcase their studies to the Irish Minister for Education and Skills, Mr. Richard Bruton TD, on the morning of December 2nd 2016. Working in pairs or groups of three, students on the programme prepared presentation boards to highlight content studied in their modules since the beginning of the programme in September 2016.

Two students from the programme, Ms. Sohyun Lim from South Korea, and Mr. Basel Alrajhi from Kuwait, gave presentations about their experiences on the programme. Sohyun while living in Dublin attended events organised by the Trinity Korean society. She decided to apply for a degree in Business, Economics and Social Science. Students who study the high school curriculum in South Korea are generally not able to enter Irish university directly. During her application, she learned that she could apply for the Trinity International Foundation Programme at MIE.

Basel spoke about his experience living in the grounds of the Institute: He outlined how students on the programme were guaranteed student accommodation on the MIE campus, taking away a lot of stress that

international students often experience while trying to find a place to live. He found that while MIE is a busy college it is not as big or as intimidating as a university campus like Trinity.

4.3 TECHNOLOGY ENHANCING SYSTEMS AND STUDENTS' LEARNING

4.3.1 Flexible Learning

Mobile and flexible learning is now a reality in MIE. In 2008 there were four online modules on offer, whereas now all undergraduate and post-graduate Masters' and Diploma courses in MIE include at least one online module. Many courses utilise multi-media modalities. Part-time students on Diploma and Masters' programmes at MIE enjoy content that can be completed asynchronously, without the need for face to face delivery in Dublin. MIE is currently managing twenty-eight modules online, with new online offerings (such as Edmund Rice Education Beyond Borders Leadership Certificate) due for release in 2017. The flexible approach to learning is supported by all members of the IT Team through the busy IT Support Helpdesk.

MIE provides a suite of online summer courses to the teaching profession, either through the website or in partnership with third party providers. Online course titles have been quite diverse and are based on the lifelong learning needs of the profession. To date courses addressing topics such as: Teachers & the Law; Early Childhood Education; Literacy; Maths; and Innovative Assessment have been well attended virtually, during the months of July and August, a traditionally quieter time in the academic calendar.



4.3.2 MIE Record Keeping System – Maestro

Maestro has become MIE's primary method of record keeping for students' progress through the institute. It records information such as students' contact details, their current status, attendance record, details for supporting students with disabilities, work placement details, and exam results. The system has been under development since 2013 and is managed by the Registrar's office. Maestro makes a vast range of information accessible to relevant personnel in the institute from students, to lecturers to the Registrar's office and school placement staff. It enhances students' experience because they can access exam results, exam transcripts, attendance records and school placement in one central location, and the information makes it easier to issue letters to students confirming their status.



4.3.3 Moodle and Mahara

Moodle, a virtual learning environment, is used by MIE to host all course content for each of our undergraduate, postgraduate, international, certificate and diploma courses. Moodle has been upgraded in recent years to allow HTML5 delivery, which means content can be viewed on a mobile phone or tablet device. Moodle has also been adapted to the requirements of MIE where various additional functions have been added into our virtual learning environment. For example, anti-plagiarism software (Turn it in) is now a component of every module and students can check their assignments for plagiarism using their Moodle account profile. Moodle also hosts student's ePortfolios content, using Mahara – where every student in MIE can create and document their learning journey during the course of their studies. In addition, all undergraduate students have an opportunity to create a multi-media ePortfolio as a way of showcasing their work. Students have found this online ePortfolio particularly beneficial when applying for jobs.

CHAPTER 5

Collaboration, Engagement & Quality Service



5.1 COLLABORATION

5.1.1 Collaboration MIE & Trinity

The MIE Strategic Plan 2015-2020 was developed with partnership at its core, from formulating an academic strategy for the future in collaboration with Trinity to committing to deepening the MIE-Trinity relationship through closer engagement and cooperation across joint activities identified in the areas of teaching and research. Exemplars of collaborative undertakings between MIE and the university include:

5.1.1.1 The School of Education, Trinity and MIE

The Trinity School of Education and MIE continue to demonstrate a strong commitment to collaboration through complementary and joint research and teaching activity. Trinity and MIE provide teacher education which is research driven and together span education sectors which allow for meaningful synergies in initial teacher education for early childhood, primary, second-level, further education, higher education and lifelong learning. This is in accord with the *Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland: Review conducted on behalf of the Department of Education and Skills, July 2012*.

In 2016, ten MIE academic staff were invited to apply to become research associates of the School of Education. Since then they have been linked, as appropriate, to the two Trinity College research centres Cultures, Academic Values in Education (CAVE) and Centre for Research in Information Technology in Education (CRITE) and the School's research groups. The contribution to date includes presentations at seminars and symposia,

participation in research teams and a joint MIE-Trinity application under the National Plan for Equity of Access to Higher Education 2015-2019, Programme for Access to Higher Education (PATH) Fund, Strand 1 Equity of Access to Initial Teacher Education (ITE).

5.1.1.2 Centre for Research in IT in Education (CRITE), Trinity and MIE

The Centre for Research in IT in Education is a collaborative initiative between the School of Education and the School of Computer Science & Statistics. Its research agenda is to explore how technology can be used to enhance teaching & learning and it does so largely through the lenses of constructionism and social constructivism. The close synergy between the two academic disciplines involved is a distinguishing feature of the Centre and allows it to develop tools and pedagogical strategies which benefit from both technological and educational perspectives. This research focus has resulted in a variety of peer reviewed journals and conference publications.

5.1.1.3 The 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 and MIE. 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 first group of students from ten



different national backgrounds entered the programme in September 2016 and key target markets include China, Nigeria, Saudi Arabia and Russia.

5.1.1.4 Glasnevin Trust, Department of History, Trinity and MIE

The History Education Initiative, is a collaborative project involving representatives of Glasnevin Trust, professional historians from the Department of History, Trinity and teacher educators from MIE. The main focus



of the events to date is on supporting primary teachers to reflect on and learn from the 1916 commemorations in order to make plans for how best to move forward with the commemoration of the War of Independence and the Civil War. Following a successful collaborative event in Trinity College on 12 January 2017 a continuing professional development summer course for primary teachers has been developed.

5.1.1.5 Counselling, Student Learning Development Service and Disability Provision, Trinity and MIE

Given the commitment of MIE to providing high quality service to students and having sought the perspective of the MIE student body, MIE has developed service-level agreements with the Student Counselling Service (SCS), Student Learning Development Service and Disability Services at Trinity. These arrangements are reviewed annually and have been developed in the spirit of cooperation and non-duplication across higher education institutions.

5.1.2 MIE Centre for Religious Education

MIE, together with the colleges and institutes that support and train students for leadership in Catholic education in Ireland, meet annually in Kylemore Abbey for a three day Lenten retreat. The colleges and institutes involved are MIE, Mary Immaculate College, St. Patrick's College, Maynooth, and faculty and students from the University of Notre Dame (USA). This partnership has sought to be of service to Catholic schools in Ireland by identifying and developing leaders, supporting the faith life of Irish educators and building partnerships between educational leaders from the United States, Ireland and further afield. The colleges and institutes run a number of programmes and events in support of this aim including the annual MIE Round Table Discussion and Dinner in support of Catholic education. At an academic level, the MA students in the Christian Leadership in Education programme from MIE and Mary Immaculate College meet each year for a colloquium to share and support research in the area of leadership in Christian education.

5.1.3 MIE and St. Mary's University College Belfast

The Irish Language Requirement Qualification has been run by MIE since 2005. A significant development in recent years is that from 2017 it will be possible to provide courses in the Irish Language Requirement Qualification in Northern Ireland. This came about as result of a request from St. Mary's University College Belfast to MIE for a Training Day for Irish Language Requirement tutors who in the future would be able to deliver courses in Northern Ireland. A training day which took place in St. Mary's University College was delivered by Rannóg na Gaeilge and The Irish Language Requirement Office at MIE. The professional development day was attended by four staff members from St. Mary's University College who are now in a position to deliver Irish Language Requirement Courses in Northern Ireland. This North-South Collaboration between MIE and St. Mary's University College, Belfast was funded by The Department of Education, Northern Ireland (DENI). The Irish Language Requirement Qualification examinations will continue to be held in the Republic of Ireland only.

5.2 INTERNATIONALISATION

5.2.1 Edmund Rice Education Beyond Borders (EREBB) Leadership Certificate: Towards an Inclusive and Liberating Education

In May 2014, leaders representing Edmund Rice Education across the globe gathered in Nairobi, Kenya

to establish an inclusive international network of Edmund Rice educational communities. Founded on the accumulated wisdom of this gathering, Edmund Rice Education Beyond Borders seeks to develop current expressions of the Vision of Blessed Edmund Rice in these educational communities for the world. In a spirit of global solidarity the vision of EREBB which is inspired by the teachings of Jesus, Gospel values and the spirit of Edmund Rice commits to transformational education for justice and liberation.

One of the priority actions identified to realise this shared commitment is to form leaders capable of inspiring communities to undertake this global mission. MIE pledged to work with Edmund Rice Schools Trust (ERST) in partnership with representatives across the globe to develop an online, twenty-hour leadership certificate programme. The course development team included representatives South Africa, North America, Argentina, Australia, England, India, Ireland and Northern Ireland.



5.2.2 Study Abroad – Iona College, New Rochelle, New York, USA

Building on the long tradition of the spring semester programme, MIE's link with Iona College's Office of Study Abroad now includes the Passport Western Europe (PWE) programme and the Iona in Mission trip. Students on the PWE programme spend three five-week periods in each of Dublin, Barcelona and Rome, while the Mission trip comprises a short, focused service-learning programme through Iona's Office of Mission and Ministry. In the course of this mission students follow in the footsteps of Blessed Edmund Rice and develop an experience of service, working with a cross-section of the disadvantaged in Ireland.



5.2.3 International Internship Experience – Stenden University, The Netherlands

The first International Internship experience for B.Sc in Education Studies students took place in 2016. Following a staff visit to the Netherlands, a student selection process and a specially designed pre-departure programme, two students travelled to Leeuwarden in the Netherlands where they worked in Friesian trilingual schools (Dutch, English and Friesian) and cooperated with final year education students in Stenden University on school-based research projects. The students also undertook their own research projects on comparisons between Irish and Dutch approaches to language instruction and professional development for teachers. This International Internship experience is in line with MIE's Strategic Plan, and other international experiences for students are planned.

5.2.4 SUAS Educational Development in Marino Institute of Education

In September 2015 Marino Institute of Education in partnership with SUAS Educational Development (www.suas.ie) launched a new overseas placement programme for MIE students. This programme offers students an opportunity to work voluntarily in a country in the Global South for a six-week period each summer. SUAS Educational Development is a long established organisation which originated in, and is affiliated with Trinity. For many years SUAS has been engaged in education programmes in various overseas locations largely in Africa and India. The mission of SUAS is encapsulated in the following statement on its website: "We see education as key to social transformation and the first and most important step in changing lives". It is a statement and broad vision that is in accord with several of the guiding principles and strategic priorities of MIE.

In its first year in MIE, SUAS recruited nine students from a range of MIE programmes, to serve as volunteers on placement in Kabwe, Zambia during the summer of 2016. Following the ‘life changing’ experience of this placement and through ongoing liaison with the SUAS Society at Trinity, these students established a SUAS Society in MIE in the autumn of 2016. Since then this popular society has initiated a variety of campus wide events and has served as a support to recently recruited SUAS participants in the college. In conjunction with SUAS the 2016 recruits have also been working voluntarily on children’s literacy and numeracy programmes in local DEIS primary schools. The summer of 2017 will see eight more MIE students on placement in Zambia.

The inception of SUAS in MIE saw particular thanks extended to Brother Joe O’Neill who, through his invaluable work in the development of Réalt, paved the way for SUAS in MIE.

5.3 QUALITY RESOURCES & DEVELOPMENT

5.3.1 Marino Institute of Education, Finance

As a private charitable trust, MIE is responsible for its own finances. It is the Governing Body’s objective that the Institute operates profitably on an ongoing basis to secure resources for its further growth and development. The income from ongoing expansion of MIE’s programme offering and growth in student numbers has greatly improved the Institute’s financial position in recent years, assisted by a significant ongoing contribution from MIE’s Conference Centre. The bank loan taken out in 2006 to finance the construction of Nagle-Rice Hall and St Mary’s courtyard was fully repaid in October 2015, leaving MIE

financially ready to explore future campus development. While these developments have been achieved without direct state assistance, MIE remains dependent upon the provision of state finance on an ongoing basis. MIE’s 2016 audited financial statements show that DES funding for the B.Ed and PME programmes amounted to €5m in that year, approximately 50% of MIE’s total income. Accordingly, careful, prudent management of the Institute’s finances remains a priority.

MIE’s financial management is overseen by the Governing Body’s Finance Committee in relation to operational and strategic matters and its Audit Committee, which oversees the annual external audit and a programme of internal audit.



Table 5.1 Income & Student Numbers Growth 2012-2017

	2012/13	2013/14	2014/15	2015/16	2016/17 (Forecast)
Total Income (€'000s)	8,112	8,343	9,040	9,780	10,066
Student Numbers	578	663	762	835	906



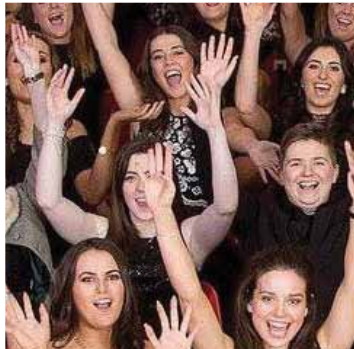
5.3.2 Campus Buildings and Facilities

The generosity of the Congregation of Christian Brothers is gratefully acknowledged for providing such a beautiful, well-maintained campus, and to members of St Joseph's Community for their dedication over many years to preserving the integrity of the buildings and gardens. The overall aim is to utilise the buildings and grounds efficiently and effectively, while continuing to maintain all facilities in excellent condition. An example of a significant recent project is the agreement with Veolia plc in 2015 which saw some €800k invested in energy efficiency, with the benefit of SEAI grant funding. Another project, which is ongoing, is maintenance and preservation of the original windows in St Mary's and St Patrick's. Marino Conference Centre, under the Head of Conferencing and Facilities, seeks to maximise the use of space on campus and to generate valuable additional revenue, which can be applied to projects such as these. Room timetabling has become increasingly challenging as the student population has grown, despite the co-operative approach which sees classrooms and conferencing rooms being utilised in the most effective way possible. A project is underway to convert the bedrooms on the top floor of St Mary's building, providing additional lecture and seminar spaces as well as some additional academic offices to meet MIE's expanding needs.

The planning permission for the new entrance directly onto Griffith Avenue remains extant. This will greatly enhance the presence of MIE on Griffith Avenue and facilitate increased security. Following lengthy and complex negotiations, agreement in principle has recently been reached to buy out the residual lease interest in our 302 bed on-campus student accommodation.

5.3.3 Quality Staff and Continuing Professional Development

One of the stated objectives in the MIE Strategic Plan 2015-2020 is to 'Recruit excellent academic staff with the expertise necessary to advance our teaching and learning and inclusion and equality goals together with our research agenda'. MIE's number of employees, as reported in its audited financial statements, has grown from 75 to 85 between 2014 and 2016, an increase of 13% - all in academic or academic support posts. This number has increased further during 2016/2017. MIE's policy on staff development encourages staff, whether academic or support staff, to undertake Continuing Professional Development, in the belief that this is a key determinant of quality of provision. A significant focus in recent years has been on increasing the number of staff with doctoral qualifications and postdoctoral experience. MIE's mission statement commits the organisation to a 'working environment of mutual respect, open communication, accountability, effective leadership and collaboration'.



A Thoughtful and Vibrant Environment, Promoting Inclusion and Excellence in Education

MIE offers limitless opportunities for students, strong academic support, and diverse extracurricular activities.



TUAIRISC AN UACHTARÁIN 2017



Clár an Ábhair

Brollach le Cathaoirleach an Bhoird Rialaithe	1
Tosaíochtaí Straitéiseacha	2
Réamhrá le hUachtarán Institiúid Oideachais Marino	3
IOM-Coláiste Na Tríonóide Straitéis Chomhoibríoch	4

1 MÚINTEOIREACHT & FOGHLAIM

1.1	Cláir Acadúla IOM	6
1.1.1	Straitéis mar threoir d'fhorbairt na gclár acadúil	6
1.1.2	Cláir Fochéime	6
1.1.2.1	Baitsiléir san Oideachas	6
1.1.2.2	Baitsiléir san Eolaíocht (Léann an Oideachais)	6
1.1.2.3	Baitsiléir san Eolaíocht (Oideachas Luath-Óige)	6
1.1.3	Cláir Iarchéime	
1.1.3.1	Dioplóma Gairmiúil san Oideachas (Breisoideachas)	7
1.1.3.2	Máistreacht Ghairmiúil san Oideachas (Bunscoil)	7
1.1.3.3	Máistreacht i Léann an Oideachais (Oideachas Idirchultúrtha)	7
1.1.3.4	Máistreacht Ghairmiúil i Léann an Oideachais (Oideachas Luath-Óige)	8
1.1.3.5	Máistreacht i Léann an Oideachais (Ceannaireacht san Oideachas Críostaí)	8
1.1.3.6	Máistreacht i Léann an Oideachais (Foghlaim ar Bhonn Fiosraithe)	8
1.1.3.7	Máistreacht i Léann an Oideachais (Amharc-Ealaíona)	9
1.2	Curaclam & Oideolaíocht – Bealach Marino	9
1.2.1	Comhpháirtíocht le Scoileanna, le Suíomhanna Luath-Óige agus le hEagraíochtaí Ceangail san Earnáil Oideachais i gcoitinne	9
1.2.2	Teicneolaíocht Dhigiteach don Oideachais: I dTreo Cur Chuige Chruthaithigh	10
1.2.2.1	Ról Iárnach na hOideolaíochta	10
1.2.2.2	Códú i gComhthéacs	10
1.2.3	Cleachtas na Múinteoireachta	11
1.2.4	Comhtháthú, Samhlaíocht & Nuálaíocht	12
1.2.5	Ár dTraidisiún Gaelach Cultúrtha agus Teanga a Chothú, agus Páirt a Ghlacadh sa Phobal Domhanda	12
1.2.6	Oideachasóirí a Spreagadh trí Thaighde agus Mhachnamh	12

2 TAIGHDE

2.1	An Straitéis Taighde	14
2.2	ERASMUS+	14
	2.2.1 Múinteoirí a Chumasú ó thaobh na Cuimsitheachta sa lá atá inniu ann agus don lá amárach	14
	2.2.2 EEP – An Próiseas Ríomhphunainne a Chumasú	14
2.3	Taighde Maoinithe Náisiúnta agus Trasteorann	15
	2.3.1 Roghanna agus Nósanna Léitheoireachta Daoine Óga	15
	2.3.2 Tuairisc ar Chomhairliúchán le Páistí agus le Daoine Óga ar Oideachas le haghaidh Forbairt Inbhuanaithe, Deireadh Fómhair 2016	15
	2.3.3 Tuairisc ar na cainteanna Ceardlainne ag Seóthaispeántas Chomhairle na nÓg, Samhain, 2016	16
	2.3.4 An Ciste um Mhúinteoireacht agus Fhoghlaim a Fheabhsú	16
2.4	Foilseacháin le Déanaí	16
	2.4.1 Rannóg na Gaeilge, 2015-2017	16
	2.4.2 Become the Primary Teacher Everyone Wants to Have: A Guide to Career Success, Dr. Seán Delaney	17
	2.4.3 Introducing Bronfenbrenner: A Guide for Practitioners and Students in Early Years Education, Nóirín Hayes, Leah O’Toole agus Ann Marie Halpenny	17
	2.4.4 Nuair a Stadann an Ceol, Dr, Marie Whelton	18
2.5	Leabharlann IOM	18

3 IONCHUIMSITHEACHT AGUS COMHIONANNAS

3.1	Ionchuimsitheacht agus Comhionannas	20
3.2	Comhpháirtíochtaí Pobail agus Forochtana	20
	3.2.1 Oideachas Forbartha agus Idirchultúrtha (DICE)	20
	3.2.2 Buanchomhdháil maidir le hOideachas Múinteoirí Thuaidh Theas (SCoTENS) – Béarla a mhúineadh mar Theanga Bhreise	20
	3.2.3 Clár Rochtana Marino ar an Múinteoireacht	21
	3.2.4 Tionscnamh IOM, Chomhpháirtíocht Thuaisceart Bhaile Átha Cliath agus Leabharlanna Bhaile Átha Cliath – an Tionscadal Scéalaíochta	21
	3.2.5 An Nasc-Chlár Scoileanna	22
	3.2.6 Bealach Rochtana ar Ardoideachas agus Bealach Rochtana ar Oideachas do Dhaoine faoi Mhíchumas	23
3.3	Iolrachas agus Oideachas	23
	3.3.1 Boird Oideachais agus Oilíuna Éireann (ETBI) agus Institiúid Oideachais Marino (IOM) – Forbairt Ghairmiúil Leanúnach do Ghairmithe Scoileanna Náisiúnta Pobail	23
	3.3.2 An Dr Rowan Williams - Risking Faith in Conversation, Risking Faith in Schools	24
	3.3.3 Iolrachas Cultúrtha agus Reiligiúnach san Oideachas	24

4 SAOL NA MAC LÉINN

4.1	Eispéireas Mac Léinn & Tacaíocht	26
4.1.1	Guth na Mac Léinn	26
4.1.2	An Coiste Idirchaidrimh um Fhoireann agus Mhic Léinn	26
4.1.3	Sláinte na Mac Léinn	26
4.2	Gníomhaíochtaí Comhchuraclaim agus Seach-Churaclaim	27
4.2.1	Ceol in IOM	27
4.2.2	Cluichí Gaelacha	28
4.2.3	Corpachmhainn agus Spórt	28
4.2.4	Suaimhneas	29
4.2.5	Scríbhneoir Cónaithe IOM	29
4.2.6	Seóthaispeántas Mhic Léinn an Bhonnchláir Idirnáisiúnta leis an Uasal Richard Bruton, TD, Aire Oideachais agus Scileanna	29
4.3	Teicneolaíocht ag cur le Córais agus Foghlaim na Mac Léinn	30
4.3.1	Foghlaim Sholúbtha	30
4.3.2	Córas Coinneála Taifead IOM – Maestro	30
4.3.3	Moodle agus Mahara	30

5 COMHOIBRÍÚ, IDIRCHADREAMH & SEIRBHÍS DEN SCOTH

5.1	Comhoibriú	32
5.1.1	Comhoibriú idir IOM & Coláiste na Tríonóide	32
5.1.1.1	An Scoil Oideachais, Coláiste na Tríonóide agus	32
5.1.1.2	An Lárionad um Thaighde ar TF san Oideachas (CRITE), Coláiste na Tríonóide agus IOM	32
5.1.1.3	Bonnchlár Idirnáisiúnta Choláiste na Tríonóide	33
5.1.1.4	Iontaobhas Ghlas Naíon, an Roinn Staire, Coláiste na Tríonóide agus IOM	33
5.1.1.5	Comhairleoireacht, Seirbhís do Mhic Léinn um Fhoghlaim a Fhorbairt agus um Sholáthar Míchumais, Coláiste na Tríonóide agus IOM	33
5.1.2	Lárionad IOM um Oideachas Reiligiúnach	33
5.1.3	IOM agus Coláiste Ollscoile Mhuire, Béal Feirste	33
5.2	Idirnáisiúnú	34
5.2.1	Teastas Oideachais Thar Theorainneacha Éamonn Rís (EREBS) sa Cheannaireacht: I dtreo Oideachais a mbaineann Ionchuimsitheacht agus Saoirse leis	34
5.2.2	Staidéar Thar Lear – Coláiste Iona, New Rochelle , Nua-Eabhrac, SAM	34
5.2.3	Eispéireas Intéirneachta Idirnáisiúnta – Ollscoil Stenden, an Ísiltír	34
5.2.4	SUAS Educational Development in Institiúid Oideachais Marino	35
5.3	Acmhainní Ardchaighdeáin & Forbairt	35
5.3.1	Institiúid Oideachais Marino, Airgeadas	35
5.3.2	Foirgnimh agus Áiseanna an Champais	36
5.3.3	Foireann Ardchaighdeáin agus Forbairt Ghairmiúil Leanúnach	36

Brollach le Cathaoirleach an Bhoird Rialaithe

Is cúis áthais dom Tuairisc Uachtarán Institiúid Oideachais Marino (IOM) 2017 a chur i láthair. Is pobal teagaisc, foghlama agus taighde é Institiúid Oideachais Marino atá tiomanta don ionchuimsiú agus don fheabhas a chur chun cinn san oideachas. Agus muid leath an bhealaigh tríd an tréimhse a chlúdaíonn Plean Straitéiseach IOM 2015–2020, is ábhar gairdis é an forás agus an t-éagsúlú leanúnach in IOM. Chomh maith leis an oideachas tosaigh múinteoirí ag leibhéal an bhunoideachais, tá sraith de chlár Mháistreachta i Léann an Oideachais, Diplóma larchéime sa Bhreiseoideachas agus dhá chlár fochéime Baitsiléara san Eolaíocht ar fáil anois.

Tá Ráiteas Misin agus na Seacht dTreoirphrionsabal mar bhonn agus taca faoin bhforás agus éagsúlú seo. Bunús na comh-iontaobhaíochta idir Cúige Eorpach Phobal na mBráithre Críostaí agus Ollscoil Bhaile Átha Cliath, Coláiste na Tríonóide is ea na Treoirphrionsabail sin. Ó síníodh an comhaontú comh-iontaobhaíochta i mí Iúil, 2011, tá IOM, faoi cheannaireacht dhinimiciúil an Ollaimh Ní Ghadhra, ag obair i gcomhar le Coláiste na Tríonóide chun ár gcomhfhís a chur chun cinn.

Faoi threoir Chomhghrúpa Straitéise Acadúla Choláiste na Tríonóide-IOM, tá IOM ag plé agus ag forbairt tionscnamh teagaisc agus taighde nua le Scoil Oideachais Choláiste na Tríonóide, leis an Oifig um Chaidrimh Dhomhanda, le hoifig Chláir Rochtana Choláiste na Tríonóide (TAP) agus leis an Roinn Reiligiúin, Léann Síochána agus Diagachta. Sampla amháin de sin is ea an Tionscnamh Oideachais Staire a bhfuil oideachasóirí múinteoirí in IOM, i gcomhar le staraithe ón Roinn Staire i gColáiste na Tríonóide agus ionadaithe iontaobhas Ghlas Naíon, ar thús cadhnaíochta ann. Ar phríomhthosaíochtaí reatha an chomhthionscadail tá cúrsa samhraidh san fhorbairt ghairmiúil leanúnach do mhúinteoirí bunscoile i mí Iúil, 2017.



An tUasal. Pat Kenny
Cathaoirleach, Bord Rialaithe IOM

Seoladh Bonnchlár Idirnáisiúnta Choláiste na Tríonóide le déanaí, rud a thacaíonn le cuspóir IOM go leathnófar teorainneacha geografacha ghníomhaíochtaí na hinstitiúide agus próifíl idirnáisiúnta ár mac léinn. Cuireadh an tionscnamh nua iontach seo ar fáil in IOM sa bhliain acadúil 2016/17 agus mheall sé cúig mhac léinn is fiche ó thíortha thar lear. Ar na deiseanna comhpháirtíochta a cuireadh i bhfeidhm i gcomhar le gréasán Oideachais Edmund Rice Thar Theorainneacha (nó EREBB mar is fearr aithne air sa Bhéarla) bhí Teastas EREBB saincheaptha ar líne sa Cheannaireacht a cheapadh, rud a sheolfar san Fhómhar, 2017.

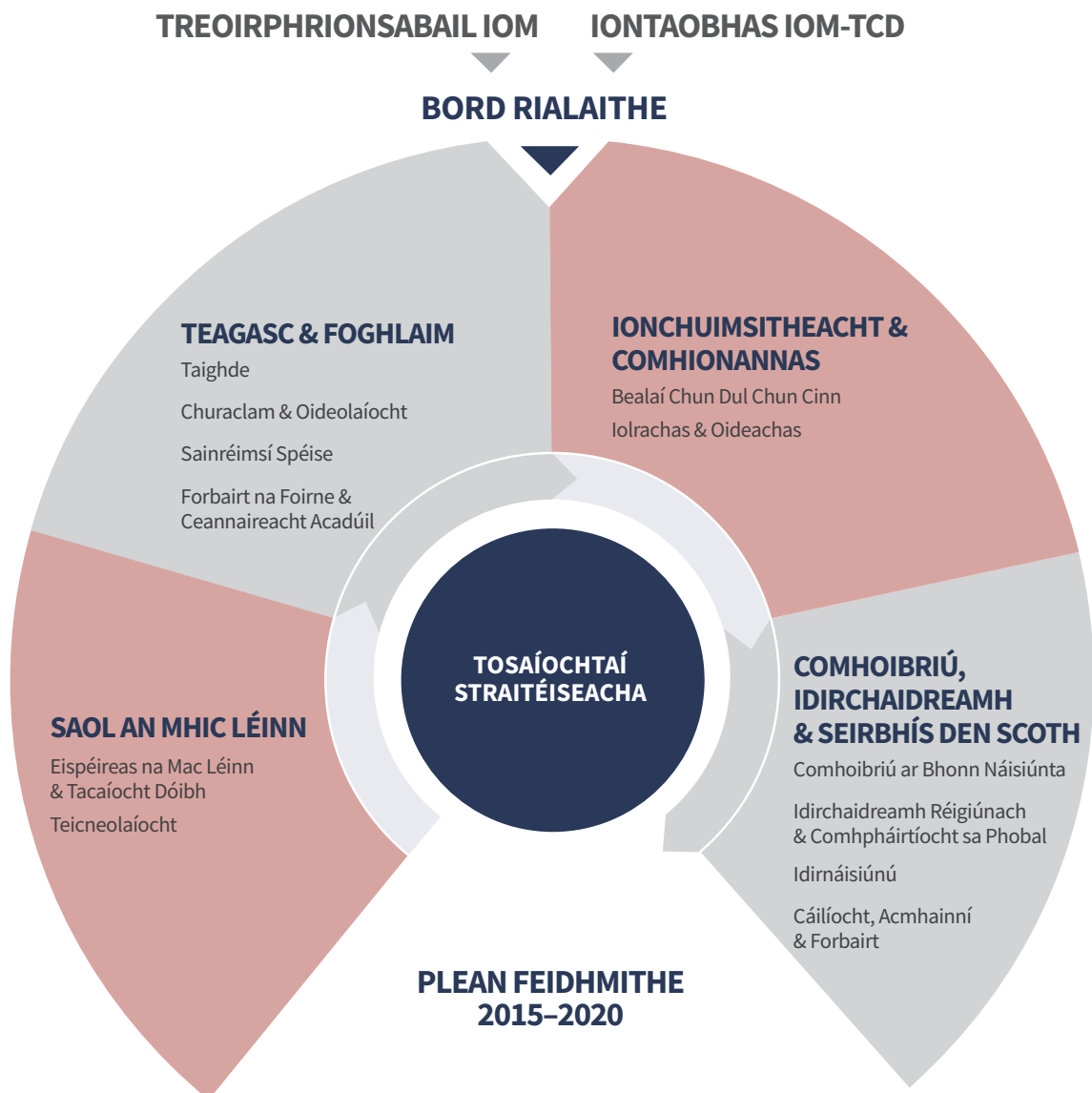
Is mór an t-ábhar gairdis é go bhfuil an institiúid ag feidhmiú go brabúsach i gcónaí, cé gur iontaobhas carthanais príobháideach é, rud a chinntíonn acmhainní do bhreis foráis agus forbartha amach anseo.

Ó ghlac mé le ról an Chathaoirligh i Meán Fómhair 2012, tá sé de phribhléid agam a bheith ag obair leis an mBord Rialaithe atá an-chumasach, díograiseach agus a bhíonn an-fhlaitiúil ag tabhairt a gcuid ama do IOM. Is mian liom mo bhuíochas a ghabháil le gach duine acu.

Mar fhocal scoir, ar son an Bhoird Rialaithe, cuirim fáilte roimh an Tuairisc seo agus tréasláim leis an Ollamh Áine Ní Ghadhra agus le gach ball de phobal na hInstitiúide as an méid a chuir siad le rath IOM. Is féidir linn a thuairim go mbeidh IOM ina ionad sármhaitheasa a bhfuil luachanna Edmund Rice Beannaithe agus, go háirithe, an fhís a bhí aige d'oideachas ionchuimsitheach a bhfuil saoirse ag baint leis, mar bhonn taca faoi.

Tosaíochtaí Straitéiseacha

Faoi threoir Ghrúpa Choláiste na Tríonóide-IOM um Chomhstraitéis Acadúil, agus ag cur leis an gcomhionannas idir Coláiste na Tríonóide agus Cúige Eorpach na mBráithre Críostaí, tá IOM ag plé leionscnaimh teagaisc agus taighde nua a iniúchadh agus a fhorbairt le Coláiste na Tríonóide a mbeidh na ceithre phríomhréimse tosaíochta mar bhonn fúthu: Teagasc & Foghlaim; Ionchuimsiú & Comhionannas; Saol na Mac Léinn, agus Comhoibriú, Teagmháil & Seirbhís Ardchaighdeán.



Réamhrá le hUachtarán Institiúid Oideachais Marino

Is coláiste cleamhnaithe de Choláiste na Tríonóide, Baile Átha Cliath, é Institiúid Oideachais Marino (IOM) ó 1976. Is pobal teagaisc, foghlama agus taighde é Institiúid Oideachais Marino atá tiomanta don ionchuimsiú agus don fheabhas a chur chun cinn san oideachas. Le deich mbliana anuas, tá athshamhlú déanta ar mhisean agus scóip acadúil ghníomhaíochtaí Institiúid Oideachais Marino chun tuiscint níos doimhne a áireamh ar oideachas sa seomra ranga agus taobh amuigh de sin agus chun leanúntas oideachais múinteoirí agus oideachas sainchleachtóirí oideachais a áireamh ag leibhéal na luathbhlianta, an bhunoideachais agus an bhreisoideachais. Ag croílár obair IOM, tá Léann an Oideachais a chládaíonn suíomhanna oideachais neamhthraidisiúnta agus an timpeallacht oideachais i gcoitinne.

Chuir comhaontú foirmiúil i 2011 IOM faoi chomh-iontaobhaíocht Chúige Eorpach Phobal na mBráithre Críostaí agus Ollscoil Bhaile Átha Cliath, Coláiste na Tríonóide. I ndiaidh an chomhaontaithe seo agus i gcomhthéacs na *Straitéise Náisiúnta maidir le hArdoideachas go 2030 agus Thuairisc an Phainéil Athbhreithnithe Idirnáisiúnta maidir le Struchtúr Soláthair Oiliúna Tosaigh Múinteoirí in Éirinn (2012)* gheall na hiontaobhaithe agus Bord Rialaithe IOM fíis acadúil do thodhchaí na hInstitiúide. Cuireann an fhís seo leis na láidreachtaí reatha agus cothaíonn sé caidrimh nua thar réimse disciplíní agus Scoileanna laistigh de Choláiste na Tríonóide.

Tugtar achoimre ar ghníomhartha i bPlean Straitéiseach IOM 2015–2020, arna fhorbairt ag Comhghrúpa Pleanála Straitéisí Choláiste na Tríonóide-IOM, a mhéadófar an soláthar oideachais san Institiúid trí chlár acadúla oideachais ar leith agus na speisialtóireachtaí a bhaineann leis a fhorbairt.

Le linn na tréimhse 2015–2017, neartaigh IOM an comhoibriú le Scoil Oideachais Choláiste na Tríonóide nuair a ceapadh naoi mball foirne acadúla mar Chomhlaigh Taighde. Chruthaigh an Institiúid comhpháirtíochtaí taighde idirnáisiúnta freisin nuair a d'éirigh lena hiarratais ERASMUS+ sa tréimhse sin.



An tOll. Áine Ní Ghadhra

Uachtarán, IOM

I Meán Fómhair, 2016, chuir IOM fáilte roimh an gcéad ghrúpa de fiche a cúig mac léinn idirnáisiúnta ar an gcampas. Forbraíodh Bonnchlár Idirnáisiúnta Choláiste na Tríonóide i gcomhthéacs straitéis Caidrimh Dhomhanda Choláiste na Tríonóide agus is comhthionscnamh suntasach é idir IOM agus an Ollscoil. Tá lóistín ar an gcampas deimhnithe do na mic léinn idirnáisiúnta, tá rochtain acu ar áiseanna den chéad scoth agus deis acu páirt iomlán a ghlacadh i saol na mac léinn in IOM.

Le dhá bhliain anuas, ag teacht le Plean Straitéiseach IOM (2015–2020), tá líon na mac léinn méadaithe faoi beagnach 20 faoin gcéad ag IOM.

Mar chuid den mhéadú sin, leathnaíodh an soláthar don chlár Oideachais Luathbhlianta agus do na clár larchéime agus cuireadh breis feabhais ar an gcampas chun go mbeadh sé in oiriúint don phobal mac léinn atá ag dul i méid. Molaim foireann IOM as a bhfís, a gcruithaitheacht agus a bhfreagrúlacht ag glacadh leis an síor-athrú sin.

Ar son phobal IOM, is mian liom aitheantas a thabhairt do thiomantas agus do dhíograis Pat Kenny, Uasal. Cuireann an saineolas agus an taithí nach beag atá aige go mór lena ról mar Chathaoirleach Choiste Airgeadais IOM agus, ó Dheireadh Fómhair, 2007, lena ról mar Chathaoirleach ar Bhord Rialaithe IOM freisin.

IOM-Coláiste Na Tríonóide Straitéis Chomhoibríoch

Rianaíonn Plean Straitéiseach IOM 2015-2020 - a d'fhorbair Comhghrúpa Pleanála Choláiste na Tríonóide-IOM - gníomhaíochtaí chun cur leis an soláthar oideachais san Institiúid trí chlár acadúla ar leith a fhorbairt ar oideachas agus ar speisialachais a bhaineann leis. Le linn na tréimhse 2015-2017, neartaigh IOM an comhoibriú le Scoil Oideachais Choláiste na Tríonóide nuair a ceapadh naoi mball foirne acadúla mar Chomhlaigh Taighde. Chruthaigh an Institiúid comhpháirtíochtaí taighde idirnáisiúnta freisin nuair a d'éirigh lena hiarratais ERASMUS+ sa tréimhse sin.



CAIBIDIL 1

Múinteoireacht & Foghlaim



1.1 CLÁIR ACADÚLA IOM

1.1.1 Straitéis mar threoir d'fhorbairt na gclár acadúil

Is ionad idirnáisiúnta teagaisc agus taighde oideachais é IOM. Ag croílár IOM, tá ár dtiomantas don sármhaitheas i ndáil le smaointeoireacht agus le cleachtadh oideolaíochta a bhfuil an taighde mar bhonn eolais faoi. Toisc go bhfuil an Institiúid dírithe go hiomlán ar an oideachas, tugadh aitheantas don oideachas taobh amuigh den seomra ranga agus na cláir acadúla á bhforbairt, tríd an B. Eol. i Léann an Oideachais chomh maith le cúrsaí nua a éascaíonn le sineirgí nua ciallmhara in oideachas tosaigh múinteoirí do na hearnálacha luath-óige, bunoidreachais, meánoideachais, breisoidreachais agus do na hearnálacha oideachais eile. Tagann ceannairí curaclaim agus fochéimithe oideachais atá in ann taighde a chur i bhfeidhm agus iad ag cleachtadh ar bhealach fiúntach machnamhach ónár gcúrsaí Máistreachta san Oideachas Idirchultúrtha, san Oideachas Luath-Óige, i gCeannaireacht san Oideachas Críostaí, san Fhoghlaim ar Bhonn Fiosraithe agus sna hAmharc-Ealaíona. Táimid tar éis na teorainneacha a fhairsingiú freisin, i gcomhar lenár n-ollscoil chreidiúnúcháin, Coláiste na Tríonóide, Baile Átha, Cliath, chun cur le próifíl idirnáisiúnta ár mac léinn.



1.1.2 Cláir fochéime

1.1.2.1 Baitsiléir san Oideachas

Ullmhaíonn an clár céime ceithre bliana seo, arna chreidiúnú ag Coláiste na Tríonóide, múinteoirí bunscóile dá ról gairmiúil agus do thuras foghlama ar feadh an tsaoil. Agus an clár á cheapadh, tugadh aird ar na critéir agus ar na treoirlínte a bhaineann le hoideachas tosaigh múinteoirí do sholáthraithe clár mar atá leagtha amach ag an gComhairle Mhúinteoireachta. Ar chomhpháirteanna an chúrsa, tá bonnstaidéar, staidéar curaclaim agus oideolaíochta, staidéar gairme agus sainréimsí staidéir chomh maith le socrúcháin scoile fada ilghnéitheach. Tá níos mó ná 400 mac léinn cláraithe do phríomhchlár IOM.

1.1.2.2 Baitsiléir san Eolaíocht (i Léann an Oideachais)

Is clár céime nuálach, gairm-dhírithé é an B. Eol. i Léann an Oideachais a phléann leis an oideachas sa chiall is leithne. Déanann mic léinn staidéar ar oideachas d'aoisigh, d'ógánaigh agus do pháistí chomh maith leis na príomh-mhodúil agus na modúil roghnacha éagsúla thar na ceithre bliana. Gach bliain, sa bhreis ar na léachtaí, déanann mic léinn socrúcháin oibre i suíomh oideachais in Éirinn, nó déanann siad ceann de na socrúcháin san Eoraip a bhfuil an líon díobh ag dul i méid. Sa cheathrú bliain, tugann mic léinn faoi bhuaic-thráchtas tionscadail agus faoi intéirneacht ocht seachtaine a mbaineann forbairt ríomhphunainne leis chun a dturas oideachais a léiriú agus chun naisc foghlama a dhéanamh ar fud an chláir. Ar na suíomhanna éagsúla oideachais ina bhfuil socrúcháin oibre/intéirneachtaí déanta ag na mic léinn go dáta, tá Seirbhís Oideachais Phríosún Mhuinseo, Cumann Múinteoirí Éireann, BNP Paribas, Ionad Bhaile Átha Cliath don Fhoghlaim Aosach, Clár Rochtana Choláiste na Tríonóide chomh maith le suíomhanna traidisiúnta scoile sna hearnálacha luath-óige, bunscóile, iar-bhunscóile, breisoidreachais agus sna hearnálacha tríú leibhéal. Is áit den scoth í IOM a bhfuil traidisiún fada oideachais inti chun gréasáin náisiúnta agus idirnáisiúnta a dhéanamh, chun deiseanna a chruthú, chun ábhair nua a fhiosrú agus chun barr a gcumas a bhaint amach.

1.1.2.3 Baitsiléir san Eolaíocht (Oideachas Luath-Óige)

I Meán Fómhair, 2016, tháinig fiche a cúig mac léinn nua a chláraigh don chúrsa B. Eol. san Oideachas Luath-Óige go IOM. Bliain ina dhiaidh sin, glacadh le grúpa níos mó de dháichead a trí mac léinn ar an gclár, rud a léiríonn an t-éileamh ar fochéimithe leibhéal 8 in earnáil na Luath-Óige. Déanann na mic léinn ar an B. Eol san Oideachas Luath-Óige staidéar ar réimse mór ábhar lena n-áirítear curaclam, polasaí, teanga agus litearthacht, feasacht ar mhatamaitic, scileanna gluaiseachta, sláinte agus spioradáltacht, creataí dlí, cleachtais ionchuimsitheachta agus na healaíona. Is modúil bhíseacha iad na modúil a fhiosraítear thar na ceithre bliana den chlár B. Eol., rud a chiallaíonn gur féidir le mic léinn scrúdú domhain a dhéanamh ar gach ábhar de réir mar a théann siad in aibíocht agus de réir mar a chuireann siad an teoiric i bhfeidhm. Is gné lárnach den chlár an socrúcháin allamuigh agus caitheann mic léinn sé chéad uair an chloig ar a laghad i socrúcháin luath-óige éagsúla sula mbronnfar céim orthu. Toisc nach bhfuil an clár seo ach ina thús, is é príomhthosaíocht IOM ná dea-chaidrimh thacúla a chruthú leis na suíomhanna óstacha.



1.1.3 Cláir iarchéime

1.1.3.1 Diplóma Gairmiúil san Oideachas (Breisoideachas)

Ceapadh an Diplóma Gairmiúil san Oideachas (Breisoideachas) chun réimse eolais agus scileanna a thabhairt do mhic léinn maidir leis an ngairm mhúinteoireachta i suíomhanna Breisoideachais. Sásaíonn an cúrsa na riachtanais ghairmiúla a bhaineann le cúrsaí clárúcháin, mar atá leagtha síos ag an gComhairle Mhúinteoireachta de réir Rialacháin na Comhairle Múinteoireachta 2011. Tá dhá rogha cúrsa ann – clár bliana nó clár dhá bhliain a bhfuil 60 creidmheas mar chuid den chóras Eorpach Aistrithe Creidiúna (nó ECTS mar is fearr aithne air sa Bhéarla) ag baint leis an dá cheann acu. Ar ábhair an churaclaim, tá Bonnstadéar, Staidéar Gairmiúil agus Clár Múinteoireachta Praiticiúil. Tá dhá shocrúchán éagsúla a bhaineann le breathnóireacht agus le cleachtadh múinteoireachta araon ar an gclár múinteoireachta praiticiúil. Baintear úsáid as foghlaim chumaisc agus an cúrsa seo á theagasc agus tarlaíonn an teagasc aghaidh ar aghaidh ar champas IOM san oíche ar an Aoine agus ar an Satharn. Is é seo an ceathrú bliain den chúrsa agus táthar ag súil le go rachaidh líon na mac léinn i méid go dtí go bhfuil cúig mhac léinn is daichead san iomlán ar an dá chúrsa.

1.1.3.2 Máistreach Ghairmiúil san Oideachas (Bunscoil)

Is cúrsa lánaimseartha dhá bhliain é an Mháistreach Ghairmiúil san Oideachas (Bunscoil) a shásaíonn riachtanais na Comhairle Múinteoireachta. Ullmhaíonn an cúrsa seo céimithe le dul i mbun múinteoireachta bunscoile. Cuireann an clár béim

ar na príomhchleachtas mhúinteoireachta a shealbhú agus bítear ag súil go bhforbróidh na mic léinn réimse leathan scileanna praiticiúla múinteoireachta fad is atá siad in IOM agus nuair atá siad ar shocrúchán scoile. Tá gné shuntasach acadúil ag baint leis an gcúrsa chomh maith. Bíonn ar na mic léinn cumas taighde oideachais a fhorbairt agus tráchtas ar réimse taighde ábhartha dá rogha féin a dhéanamh.



1.1.3.3 Máistreach i Léann an Oideachais (Oideachas Idirchultúrtha)

Is cúrsa dhá bhliain páirtaimseartha é an Mháistreach i Léann an Oideachais (Oideachas Idirchultúrtha) atá ar fáil in IOM ó 2012. Is deis forbartha gairme fianaise-bhunaithe é d'oideachasóirí chun ilchineálacht chultúrtha agus eitneach a phlé ar bhealach dearfach. Is féidir le múinteoirí bunscoile agus iar-bhunscoile, oideachasóirí Luath-Óige, múinteoirí breisoideachais agus oideachasóirí san earnáil neamhfhoirmiúil an Mháistreach a dhéanamh. Tá sé ábhartha do gach aon oideachasóir, is cuma má oibríonn siad i suíomhanna il eitneacha nó i suíomhanna atá

aonchineálach ó thaobh eitneachta de. Bíonn na léachtaí ar siúl in IOM, de ghnáth, chomh maith le hábhar ar líne. Ar na modúil sa chéad bhliain den chlár, tá scoileanna agus ilchineálacht; Béarla a mhúineadh mar theanga bhreise; ilchineálacht reiligiúnach agus oideachas idirchultúrtha; agus oideachas faoi chearta an duine. Sa dara bliain, déanann na mic léinn modúl ar mhodhanna taighde agus déanann siad tráchtas ar an ábhar taighde atá roghnaithe acu.

1.1.3.4 Máistreacht Ghairmiúil i Léann an Oideachais (Oideachas Luath-Óige)

Is eispéireas foghlama ar leith é an Máistreacht Ghairmiúil i Léann an Oideachais (Oideachas Luath-Óige) atá bunaithe ar thuiscint dhomhain teoriciúil agus feachtas chriticiúil a fhorbairt ar na saincheisteanna a bhaineann leis an oideachas luath-óige. Tá an Máistreacht san Oideachas Luath-Óige ceaptha le haghaidh cleachtóirí luath-óige, le haghaidh múinteoirí bunscoile agus le haghaidh daoine a oibríonn le páistí óga sa réimse abhcóideachta. Is é bunphrionsabal an chúrsa ná an tábhacht a bhaineann le timpeallacht ghníomhach don fhoghlaim trí mheán an tsúgartha. Ar phríomh-mhodúil an chúrsa tá Polasaí agus Cleachtadh san Oideachas Luath-Óige, Síceolaíocht Oideachais Luath-Óige, Teanga agus Litearthacht san Oideachas Luath-Óige agus Foghlaim ar Bhonn Fiosraithe. Éascaítear le rannpháirtithe ar an gcúrsa a n-eolas, a scileanna agus a ndearcadh maidir le hOideachas Luath-Óige a léirmheas, cabhraítear leo cur leis an saineolas atá ann maidir lena gcleachtas gairmiúil, agus cuirtear ar a gcumas tionscadail taighde a thionscain.



1.1.3.5 Máistreacht i Léann an Oideachais (Ceannaireacht san Oideachas Críostaí)

Tá an Máistreacht i Léann an Oideachais (Ceannaireacht san Oideachas Críostaí), arna creidiúnú ag Coláiste na Tríonóide, ceaptha mar chúrsa iarchéime a chuirfidh leis an gcumas ceannaireachta san earnáil bhunoideachais agus dara-leibhéal a fhorbairt. Tá sé oscailte do phríomhoidí, do leas-phríomhoidí agus do mhúinteoirí ar mhaith leo róil cheannaireachta agus bhainistíochta a bhaint amach. Tá sé oiriúnach freisin dóibh siúd a oibríonn chun tacú le hoideachas ar bhonn creidimh. Ar shainmhodúil an chúrsa seo tá na réimsí: Ceannaireacht agus Diagacht; Ceannaireacht san Oideachas; agus Ceannaireacht ar Scoil Chríostaí. Tháinig an Máistreacht i Léann an Oideachais (Ceannaireacht san Oideachas Críostaí) as comhar agus comhoibriú mór leis an Roinn Diagachta agus Léann Reiligiúnach i gColáiste Mhuire gan Smál agus tá sé ceaptha chun a bheith ag teacht leis an Máistreacht sna hEalaíona (Ceannaireacht Chríostaí san Oideachas), Ollscoil Luimnigh.

1.1.3.6 Máistreacht i Léann an Oideachais (Foghlaim ar Bhonn Fiosraithe)

Baineann an cúrsa seo leis an spéis fhorleathan atá ag dul i méid san fhoghlaim ar bhonn fiosraithe ag gach leibhéal oideachais, ó oideachas luath-óige go hardoideachas. Cé go bhfuil an spéis sa réimse seo ag dul i méid, níl mórán deiseanna in Éirinn do mhic léinn céim Máistreachta a bhaint amach ina bhfuil formhór na gcreidmheas á mbronnadh le haghaidh staidéir agus taighde ar fhoghlaim ar bhonn fiosraithe. Is é aidhm an chúrsa seo ná idirghníomhaíocht shoiléir idir teoiric agus cleachtadh a chur ar fáil agus is é príomhghné de ná pobal fiosrúcháin a chruthú idir na rannpháirtithe le béim ar chomhthéacsanna - ar líne agus aghaidh ar aghaidh araon. Tugann mic léinn faoi phársa mór taighde acadúil ar ábhar a bhaineann le foghlaim ar bhonn fiosraithe.

1.1.3.7 Máistreacht i Léann an Oideachais (Amharc-Ealaíona)

Tá Máistreacht i Léann an Oideachais (Amharc-Ealaíona) á cur ar fáil ag an Roinn Ealaíon agus Oideachais Reiligiúnaigh. Téann an clár seo leis an oideachas iarchéime sna healaíona i gCeol agus Dráma atá á chur ar fáil ag Coláiste na Tríonóide faoi láthair. Tá aidhmeanna agus dearbhuithe cosúla ag baint le struchtúr chlár IOM sa chaoi is go dtuigtear gurb ionann na hamharc-ealaíona agus foirm ealaíne iontu féin chomh le modheolaíocht éifeachtúil mhúinteoireachta agus foghlama a bhfuil sé léirithe ina leith go n-éiríonn léi i suíomhanna oideachais foirmiúla agus neamhfoirmiúla. Ceapadh an clár seo d'oideachasóirí a bhfuil spéis ar leith acu sna hamharc-ealaíona, sna healaíona comhtháite agus i gcleachtais chomhtháthaithe ealaíon. Tarraingíonn an cúrsa daoine ó shuíomhanna oideachais luath-óige, bunoidreachais, iar-bhunoideachais, breisoideachais agus ardoideachais a bhfuil spéis acu i samhlaíocht, idéú agus nuáil i gcleachtais mhúinteoireachta amharc-ealaíon a fhorbairt. Díríonn gach ceann de na trí shainmhodúl amharc-ealaíon ar shnáithe meán agus ar na riachtanais a aithnítear gur gá leo chun scoth na múinteoireachta amharc-ealaíon a bhaint amach.

1.2 CURACLAM & OIDEOLAÍOCHT - BEALACH MARINO

Sa mhír seo a leanas, léirítear príomhghnéithe an churaclaim agus na gcur chuige oideolaíochta i gcúrsaí na Institiúide. Ar na gnéithe seo, tá comhpháirtíochtaí le heagraíochtaí agus le suíomhanna oideachais, tábhacht na Gaeilge agus an chultúir, cruthaitheacht agus nuáil,

agus cleachtadh a bhfuil taighde agus machnamh mar bhonn faoi.

1.2.1 Comhpháirtíocht le Scoileanna, le Suíomhanna Luath-Óige agus le hEagraíochtaí Ceangail san Earnáil Oideachais i gcoitinne

Tá taighde suntasach ann a léiríonn gur cheart an socrúchán a fhorbairt i gcomhar le soláthraithe chun go mbeidh an deis foghlama is fearr agus is féidir ag mic léinn. Forbraíonn Clár Comhpháirtíochta Scoileanna IOM na dlúth-chaidrimh atá againn le scoileanna trí struchtúr a chur ar fáil trínar féidir linn tacú leis an obair leanúnach a dhéanann scoileanna agus múinteoirí ranga lenár mic léinn. Is deis é chun plé a dhéanamh ar athruithe ar an ngné socrúcháin scoile de na cúrsaí oideachais tosaigh múinteoirí a chuireann IOM ar fáil agus chun cur chuige nua, nuálach i leith an tsocrúcháin scoile a fhorbairt.

Tá gréasán de nasc-eagraíochtaí náisiúnta agus idirnáisiúnta san earnáil oideachais á thógáil ag an gclár bunchéime i Léann an Oideachais. Bíonn na heagraíochtaí seo ina n-óstaigh do mhic léinn ar shocrúcháin agus is iontu a dhéanann na mic léinn taighde le haghaidh a mbuaic-thionscadail sa bhliain deiridh. Tugann baill foirne ón ngréasán eagraíochtaí seo cur i láthair do na mic léinn mar aíonna, bíonn siad mar mheantóirí acu ar shocrúcháin scoile agus mar stiúrthóirí tráchtas acu.

Is tionscnamh píolótach é an uirlis mheastóireachta ar líne do sholáthraithe óstacha a éascaíonn le cumarsáid agus le comhoibriú idir IOM agus a gréasán de sholáthraithe oideachais luath-óige. Spreagann an





tionscnamh seo tuairimí agus léargais maidir le foghlaim na mac léinn atá ar shocrúchán a chabhróidh le forbairt a dhéanamh ar na prótacail a bhaineann le socrúcháin allamuigh.

Ar mhaithe leis an gcomhpháirtíocht, tugtar cuireadh do mhúinteoirí, do chleachtóirí luath-óige agus d'oidéachasóirí teagmhais foghlama a roinnt agus cuirtear tacaíocht dhírthe ar fáil dóibh in IOM d'fhonn an t-eispéireas socrúcháin a fheabhsú do sholáthraithe agus do mhic léinn. Táimid ag súil le forbairt leanúnach an chuir chuige comhpháirtíochta seo i leith socrúcháin, taithí oibre agus intéirneachta agus creidimid go gcuirfidh an comhoibriú seo go mór le heispéireas na soláthraithe agus na mac léinn.

1.2.2 Teicneolaíocht Dhigiteach don Oideachas: I dTreo Cur Chuige Chruthaithigh

Tá teicneolaíocht oideachais á forbairt de shíor. Baineann ár mic léinn úsáid as réimse mór teicneolaíochtaí idirghníomhacha agus aipeanna móibíleacha a thacaíonn le múinteoireacht agus foghlaim i suíomhanna éagsúla. Pléann an fhoireann acadúil le teicneolaíocht oideachais ar bhealach praiticiúil sna léachtaí, rud atá ag teacht le cur chuige na cruthaitheachta, na nuálaíochta agus an tógachais atá i gcroílár chur chuige IOM.

1.2.2.1 Ról lárnach na hOideolaíochta

Leagtar béim ar an ról lárnach atá ag an oideolaíocht ó thús gach cúrsa san institiúid. Moltar do mhic léinn smaoineamh a dhéanamh ar an gcomhthéacs foghlama, ar na cuspóirí/torthaí foghlama agus ar na modheolaíochtaí féideartha sula ndéanann siad machnamh ar na teicneolaíochtaí a áireoidh siad i gceacht. Is cuma cén t-ábhar, cabhraíonn sé seo le

mic léinn réimse acmhainní múinteoireachta agus foghlama a chumasc – acmhainní digiteacha nó neamhdhigiteacha – ar bhealaí spéisiúla. Mar shampla, is féidir cur ar chumas páistí agallaimh a dhéanamh agus podchraoladh den chineál tuairisce nuachta a chruthú; imeachtaí a thairfeadh le léaráidí nó le híomhánna agus scannán/beochan a chruthú; agus a n-eispéireas a roinnt le dream níos mó i bpostáil ar bhlag. Mar thoradh air sin, beidh deis ag na mic léinn teicneolaíochtaí a aithint a thacóidh le cur chuige Foghlama ar Bhonn Fiosraithe, litearthachtaí digiteacha a fhorbairt do sheomraí ranga sa 21ú céad chomh maith le léargais a thabhairt ar ríomhnascadh a úsáid d'obair chomhthionscadail thras-Eorpacha.

1.2.2.2 Códú i gComhthéacs

Sna modúil Teicneolaíochta Cruthaithí ar na cúrsaí fochéime agus Breisoideachais, foghlaimíonn mic léinn in IOM faoin tábhacht a bhaineann le 'códú' i suíomhanna oideachais. Is saincheist thráthúil é códú san oideachas, anseo in Éirinn agus go hidirnáisiúnta freisin, agus dar le Tuairisc a foilsíodh le déanaí ar Oideachas Eolaíochta, Teicneolaíochta, Innealtóireachta agus Matamaitice (nó STEM mar is fearr aithne air sa Bhéarla) in Éirinn (2016), is féidir le páistí coincheapa STEM a fhoghlaim agus a chur i bhfeidhm ó bhogearraí códaithe. Tá lán cineálacha bogearraí ar fáil chun bunphrionsabail an chóraithe a mhúineadh do pháistí. Tugtar buneolas ar Scratch do mhic léinn in IOM, bogearra atá ar fáil go saor agus á úsáid go forleathan i scoileanna. Mar shampla, d'fhéadfadh siad tosú le hábhar/téama agus ansin fiosrú a dhéanamh ar na bealaí inar féidir le páistí Scratch a úsáid chun scéal a bheochan, dúshlán a chruthú, nó fadhb a réiteach. Gach bliain, mar thacaíocht do Sheachtain Chóraithe an AE, glacann ár mic léinn páirt i gceardlanna agus roinneann

siad a ngníomhaíochtaí ar líne. Cuirfimid le foghlaim na mac léinn i mbliana, trí chineálacha eile d'eispéiris chódaithe don oideachas a thaispeáint dóibh mar BeeBots agus K'Nex STEM Explorations.

1.2.3 Cleachtas na Múinteoireachta

Bíonn foireann IOM bródúil as modheolaíochtaí nuálacha a thabhairt isteach agus iad ag tógáil ar thraidisiún agus ar thaighde. Cuirtear acmhainní ar fáil don teagasc agus don mheasúnú taighde-bhunaithe ar gach cúrsa chun an cur chuige seo a éascú. Is léiriú ar an tiomantas iad na ranganna beaga agus na spáis atá tiomnaithe do réimsí mar oideachas luath-óige agus na healaíona. Ar na samplaí den chur chuige seo, tá na modúil darbh ainm Múinteoireacht agus Foghlaim agus na measúnachtaí ríomhphunainne a thacaíonn le mic léinn seasamh machnamhach a fhorbairt mar oideachasóirí.

Tá formáid nuálach, a bhfuil taighde mar bhonn eolas fúithi, forbartha ag Marino chun cabhrú le mic léinn na cleachtais mhúinteoireachta a shealbhú. Tugann na modúil Múinteoireacht agus Foghlaim ar an mBaitsiléir san Oideachas agus ar an Máistreacht Ghairmiúil san Oideachas buneolas do mhic léinn ar na príomhchleachtais mhúinteoireachta is féidir a chur i bhfeidhm thar a lán ábhar agus ag gach leibhéal ranga bunscoile. Ar na cleachtais sin, tá plé an ranga

uile a threorú, ábhar a thabhairt isteach nó a dhaingniú trí scéalta a insint, agus cumarsáid a dhéanamh le tuismitheoirí agus le caomhnóirí faoi mhúinteoireacht.

Ar dtús, déanann mic léinn breathnóireacht ar mhúinteoir oilte ag léiriú an chleachtais ar dtús, beo nó ar fhíseán. Déanann na mic léinn agus na léachtóirí an méid a rinneadh agus na nithe nach ndearna an múinteoir agus na cúiseanna leis sin a bhriseadh síos le chéile. Ansin, agus teagascóirí oilte agus a gcomhpháirtithe ag breathnú orthu, déanann na mic léinn ceacht beag a chleachtadh a chuimsíonn an cleachtas sin. Agus, sa deireadh, cuireann na mic léinn cleachtais chosúla i bhfeidhm i seomra ranga scoile áitiúla le tacaíocht óna gcomhpháirtithe agus teagascóirí an chúrsa. Tacaíonn an cur chuige seo le foghlaim na n-ábhar oidí de réir mar a thosaíonn siad ag glacadh le freagracht as páistí óga a mhúineadh agus sula ndéanfaidh siad an socrúchán scoile.

Ag glacadh leis an domhan digiteach, cruthaíonn mic léinn B. Oid., MGO agus B. Eol. ríomhphunanna chun cur lena bhfoghlaim agus lena machnamh. Baintear úsáid as cur chuige ilmheán sna ríomhphunanna uile agus moltar do mhic léinn scrúdú a dhéanamh ar na gnéithe pearsanta, machnamhacha, gairmiúla agus acadúla dá gcosáin agus iad ag teacht chun bheith ina n-oideachasóirí spreagúla.



1.2.4 Comhtháthú, Samhlaíocht & Nuálaíocht

Cheap léachtóirí sainmhodúil a fhiosraíonn agus a léiríonn samhlaíocht, comhtháthú agus nuálaíocht i gcomhthéacsanna éagsúla oideachais nuair a bhí siad ag déanamh na bunsmainteoireachta cruthaithí chun na cláir fochéime a athcheapadh. Foghlaimíonn na mic léinn ar an gcéim Bhaitsiléara san Oideachas faoi thurais foghlama idirnasctha a chuimsíonn guth an pháiste, comhtháthú gan choinne agus léiriú tuisceana (nó performances of understanding mar is fearr aithne air sin sa Bhéarla) chun foghlaim páistí a mheasúnú. Déanann siad spáis agus áiteanna foghlama a athbhreithniú a éascaíonn le sruthú agus seomra ranga cruthaitheacha a dhearadh bunaithe ar theoiricí oideachais cruthaitheacha. Mar chuid de thionscadal póstaer taighde, tugann mic léinn faoi anailís ar dhoiciméid a bhaineann le réimse éigin den churaclam chun athbhreithniú criticiúil a dhéanamh ar cé chomh maith is a chothaítear cineálacha áirithe smaointeoireachta samhlaíche san ábhar sin.

Is modúil bhíseacha iad modúil na céime Luath-Óige, rud a thugann deis do na mic léinn foghlaim nua a chomhtháthú le heolas seanbhunaithe de réir mar a dhéanann siad na ceithre bliana staidéir. Tá na modúil ceaptha chun tuiscint na mac léinn ar oideolaíocht éifeachtach sa luath-óige a mhéadú thar an status quo, mar shampla na modúil a bhaineann le spraoi agus meon, le cruthaitheacht agus na hamharc-ealaíona, le tuiscint ar óige i gcomhthéacs agus le foghlaim ar bhonn fíorasaithe.

Moltar do na mic léinn ar an gclár i Léann an Oideachais a bheith nuálach agus iad ag roghnú suíomh an tsocrúcháin oibre chun go mbeidh eispéireas oideachasúil spreagúil spésiúil acu a bhfuil baint aige lena dturas foghlama ar an gclár. Gach bliain, déanann na mic léinn a scileanna pearsanta nuálaíochta agus cruthaitheachta a léiriú, a fhorbairt agus a bheachtú ina bpunann ilmheán.

1.2.5 Ár dTraidisiún Gaelach Cultúrtha agus Teanga a Chothú, agus Páirt a Ghlacadh sa Phobal Domhanda

Tá ilteangachas agus ilchultúrthacht mar chuid de champas Marino na laethanta seo mar thoradh go háirithe ar an mBonnchlár Idirnáisiúnta. Tá áit chomhordach mhúineach ag an nGaeilge agus ag an gcultúr Gaelach sa timpeallacht shaibhir seo agus an Ghaeilge ina teanga bheo san Institiúid, Cumann Gaelach láidir ann, foireann a bhfuil dearcadh dearfach acu i leith na teanga ann agus comharthaí dátheangacha ar an gcampas. Tá an Ghaeilge mar ábhar fite fuaite sna cúrsaí – sa B. Oid., sa MGO, sa B. Eol. (Léann an Oideachais agus

Luath-Óige). Is é *Bealach Marino* sna cúrsaí sin ná go gcabhraítear leis na mic léinn feidhmiú go héifeachtach agus go cumarsáideach sa suíomh gairmiúil ina mbeidh siad ag obair, an scoil nó in áit éigin eile. Bíonn deiseanna ag na mic léinn a gcumas labhartha a fhorbairt i ranganna teagaisc ina mbíonn líon an-bheag de mhic léinn. Caitheann na mic léinn dhá Thréimhse Foghlama sa Ghaeltacht. Is deis iad na Scoláireachtaí chun Socrúchán Scoile a dhéanamh sa Ghaeltacht do mhic léinn múineadh trí mheán na Gaeilge i dtimpeallacht Ghaeltachta. Tapaítear an deis obair i gcomhar le Gaeloideachas a bhfuil oifigí aige ar an gcampas agus is i Seomra na Gaeilge atá Stóras Leabhar COGG, bailiúchán tábhachtach atá ar fáil do na léachtóirí, do na mic léinn agus do ghrúpaí seachtracha chomh maith.



1.2.6 Oideachasóirí a spreagadh trí Thaighde agus Machnamh

Tá taighde fochéime in IOM faoi bhláth agus mic léinn ón mBaitsiléir Eolaíochta i Léann an Oideachais agus ón mBaitsiléir san Oideachas araon ag tabhairt faoi thráchtas taighde ina mbliain deiridh. Déanann mic léinn modúil ar mhodhanna taighde agus tugann siad faoi bhuaic-thionscadal tráchtas ina mbliain deiridh ag baint úsáide as modhanna cáilíochtúla agus cainníochtúla faoi mhaoirseacht stiúirthóirí aonair.

Agus an cúrsa B. Oid. athcheaptha, tugann mic léinn sa cheathrú bliain faoi thráchtas taighde mór. Baineann siad úsáid as modheolaíocht taighde dhoiciméadaigh agus déanann siad an obair i ngrúpaí de sheisear faoi mhaoirseacht. Is í aidhm an thráchtas ná eolas na mac léinn ar shainréimse oideachais a neartú agus, trí thaighde a dhéanamh, a gcumas mar mhúinteoir machnamhach criticiúil a fhorbairt. Bíonn rogha de réimsí taighde ag na mic léinn lena n-áirítear Oideachas Luath-Óige, Litearthacht, Gaeilge, Oideachas Ionchuimsitheach, Matamaitic agus Síceolaíocht. Tá IOM ag cruthú stóir d'obair taighde na mac léinn chomh maith le bunachar sonraí de gach teideal taighde agus cuirtear cóipeanna d'obair eiseamláire ar fáil sa leabharlann agus ar an ardán inmheánach Moodle.

CAIBIDIL 2

Taighde



2.1 AN STRAITÉIS TAIGHDE

Tá fócas taighde IOM ag teacht leis an misean atá aici go gcuirfear ionchuimsitheacht agus sármhaitheas san oideachas chun cinn. Cuireann taighde bonn eolais faoin gcleachtadh i ngach clár agus tionscnamh d'fhoireann IOM. I dTuairisc an Údaráis Ardoideachais (HEA) dar teideal *Report on of the International Panel on the Structure of Initial Teacher Education Providers in Ireland* (Tuairisc Sahlberg), aithnítear gur dúshlán agus deis araon do sholáthraithe oideachais tosaigh múinteoirí is ea an tábhacht a bhaineann le tairseach chriticiúil a chruthú don taighde agus dá cur i bhfeidhm mar bhunús don mhúinteoireacht agus don fhoghlaim. Mar fhreagairt air seo, rinne IOM athbhreithniú ar a straitéis taighde agus ar an mbealach a bhfaigheann sí maoiniú taighde go háirithe. Tá sé léirithe ag IOM arís agus arís eile go n-éiríonn léi maoiniú taighde náisiúnta agus tras-teorann a fháil trí ghairmeacha taighde HEA agus SCoTens. Thaispeáin an t-athbhreithniú ar an straitéis taighde gur gá do IOM comhoibriú agus níos mó comhpháirtíochta a dhéanamh ar leibhéal na hEorpa. Maidir le gairmeacha maoinithe taighde AE a bhaineann le hoideachas, is iad na príomhfhoinsí ná an clár Erasmus+ agus gairmeacha áirithe Horizon 2020. Chun cabhrú le foireann IOM gairm agus cuibhreas oiriúnach a aithint do na cláir AE-mhaoinithe seo, cuireadh roinnt ceardlann oiliúna ar fáil a bhain leis na tírdhreacha maoinithe le haghaidh taighde san oideachas scoile. Bhí baint ag IOM i 2016 le roinnt tograí deontais a cuireadh faoi bhráid Erasmus+ agus Horizon 2020, agus d'éirigh léi dhá thogra Erasmus+ a bhaint amach. Is é IOM comhordaitheoir an tionscadail 'Múinteoirí a Chumasú ó thaobh na Cuimsitheachta sa lá atá inniu ann agus don lá amárach', tionscadal 30 mí i gcomhar le comhpháirtithe ón bhFionlainn, ón gCipir, ón mBeilg, agus ó Laitvia. Is comhpháirtí í IOM freisin sa tionscadal 'An Próiseas Ríomhphunainne a Chumasú' i gcomhar le comhpháirtithe ón bhFionlainn, ón mBeilg, ón Danmhairg agus ón bPortaingéil.

2.2 ERASMUS+

2.2.1 Múinteoirí a Chumasú ó thaobh na Cuimsitheachta sa lá atá inniu ann agus don lá amárach

Is comhpháirtíocht straitéiseach arna maoiniú faoi Chlár Oideachais Erasmus+ KA2 an Aontais Eorpaigh é EITTT (Múinteoirí a Chumasú ó thaobh na Cuimsitheachta sa lá atá inniu ann agus don lá amárach). Tá Institiúid Oideachais Marino (IOM) i gceannas ar an tionscadal 30 mí seo ar cuireadh tús leis i nDeireadh Fómhair, 2016. Beidh IOM ag obair le heagraíochtaí comhpháirtíochta

sa Bheilg (Coláiste Ollscoile Leuven-Limburg & Coláiste Ollscoile Karel de Grote), sa Chipir (Dimotiko Sxoleio Anthoupolis KA), i Laitvia (Rigas 45. vidusskola) agus san Fhionlainn (Lukkarin koulu). Tá an tiomantas céanna ag na comhpháirtithe tionscadail, ar ionadaithe iad do thrí institiúid oideachais múinteoirí agus do thrí scoil, don oideachas ionchuimsitheach agus tá comhthuisctint acu ar na tosaíochtaí is gá dul i ngleic leo chun a chinntiú go mbeidh an ionchuimsitheacht fite fuaite i gcleachtas scoileanna.



2.2.2 EEP – An Próiseas Ríomhphunainne a Chumasú

I Meán Fómhair, 2016, chuir IOM tús le tionscadal dhá bhliain Erasmus+ le comhpháirtithe in HAMK san Fhionlainn, VIA sa Danmhairg, IPS sa Phortaingéil agus KU Leuven-Limburg sa Bheilg. Is é teideal an tionscadail ná 'An Próiseas Ríomhphunainne a Chumasú' nó EEP mar is fearr aithne air sa Bhéarla. Is é aidhm EEP ná cleachtais mheasúnachta agus treoraithe a spreagadh san ardoideachas cumas-bhunaithe trí úsáid an phróisis dhinimiciúil Ríomhphunainne, bunaithe ar an dea-chleachtas a roinnt, chun rannpháirtíocht na mac léinn a mhéadú. Is é an aidhm ná spéis agus rannpháirtíocht na mac léinn a mhéadú trí dhíriú ar éachtaí pearsanta, ar bhealaí cruthaitheacha chun cumais a thaispeáint sa domhan digiteach, ar mheasúnacht forbartha a bhfuil foghlaim agus úsáid critéar cumas-bhunaithe nasctha leis. Tá sé d'aidhm ag EEP freisin léiriú ciallmhar sothuigthe a thabhairt do mhic léinn maidir le castacht, tábhacht agus scóip na múinteoireachta agus na foghlama i ngairm a bhaineann leis an oideachas. Chomh maith leis sin, aithníonn EEP go bhféadfadh sé go mbeadh éagumas digiteach ina bhac ar chur i gcrích na Ríomhphunann agus, mar sin, is gníomhaíochtaí forbartha iad na gníomhaíochtaí píolótacha atá á ndéanamh ag IOM mar chuid den tionscadal seo.



2.3 TAIGHDE MAOINITE NÁISIÚNTA AGUS TRASTEORANN

2.3.1 Roghanna agus Nósanna Léitheoireachta Daoine Óga

Bhronn an Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) maoiniú ar an Dr Claire M. Dunne (Rannóg na Gaeilge, Institiúid Oideachais Marino) agus ar an Dr Tina Hickey (An Coláiste Ollscoile, Baile Átha Cliath) i 2015 chun roghanna agus nósanna léitheoireachta Gaeilge daoine óga a fhiosrú. Is forbairt é an taighde seo ar staidéir eile ar chuir múinteoirí, foilsitheoirí, agus údair leo ach tá an taighde seo bunaithe ar ghuthanna páistí. Bhailigh na taighdeoirí tuairimí páistí ó rang a trí agus rang a cúig i nGaelscoil lasmuigh den Ghaeltacht maidir lena meon ginearálta i leith na Gaeilge agus i leith an chultúir Ghaelaigh, agus i leith na seánraí litríochta a bhfuil spéis acu iontu chomh maith lena dtaithe ar na seánraí sin go dáta. Cheap na taighdeoirí club léitheoireachta 10 seachtaine a thug deis do na páistí seánra litríochta nua a léamh gach seachtain, lena n-áirítear greannáin, liricí ceoil agus leabhair neamhfhicsin.



2.3.2 Tuairisc ar Chomhairliúchán le Páistí agus le Daoine Óga ar Oideachas le haghaidh Forbairt Inbhuanaithe, Deireadh Fómhair 2016

Bhronn an Roinn Oideachais agus Scileanna an comhairliúchán seo ar an Dr Deirdre McGillicuddy (IOM) agus rinneadh éascaíocht air i gcomhar leis an Roinn Leanaí agus Gnóthaí Óige. Ba é príomhchuspóir an chomhairliúcháin seo, de réir mar a mholtar sa Straitéis Náisiúnta ar Oideachas le haghaidh Forbairt Inbhuanaithe (2014–2020), ná dul i gcomhairle le daltaí bunscoile agus iar-bhunscoile maidir le hOideachas le haghaidh Forbairt Inbhuanaithe chun bonn eolais a chur faoi bheartas i gcomhthéacs na hÉireann san am atá le teacht. Cur chuige cáilíochtúil a bhí ann ó thaobh na modheolaíochta de, lena n-áirítear seisiúin tobsmaointeoireachta, bearta rangaithe, cainteanna Chaifé Domhanda den chineál mataí boird (nó ‘placemat discussions’ mar is fearr aithne orthu sa Bhéarla) agus balla moltaí. Ghlac 72 duine, idir pháistí agus dhaoine óga (42 dalta bunscoile agus 30 dalta iar-bhunscoile) páirt in dhá sheisiún comhairliúcháin (ceann amháin le haghaidh daltaí bunscoile agus ceann eile le haghaidh daltaí iar-bhunscoile) i nDeireadh Fómhair, 2016. Mar ullmhúchán don tuairisc a chur i láthair, tiomsaíodh na sonraí a bailíodh ó na páistí agus ó na daoine óga agus rinneadh anailís orthu. Rinneadh na príomh-théamaí agus na príomhcheisteanna a tháinig chun cinn a aithint agus a aibhsiú le haghaidh na bpáirtithe leasmhara ábhartha.

2.3.3 Tuairisc ar na Cainteanna Ceardlainne ag Seóthaispeántas Chomhairle na nÓg, Samhain, 2016

Bhronn an Roinn Leanaí agus Gnóthaí Óige an maoiniú seo ar an Dr Deirdre McGillicuddy. Féachann Comhairle na nÓg le fóram a chur ar fáil do pháistí agus do dhaoine óga chun saincheisteanna a bhaineann lena saol a phlé agus chun teagmháil a dhéanamh leo siúd a dhéanann cinní sna córais shóisialta, eacnamaíochta agus pholaitíochta in Éirinn. Tá gealltanas tugtha ag an Roinn Páistí agus Gnóthaí Óige, a dhéanann maoirseacht ar Chomhairle na nÓg, faoi *Straitéis Náisiúnta maidir le Rannpháirtíocht Páistí agus Daoine Óga i gCinnteoireacht (2015–2020)* go dtabharfaidh siad faoi phlean forbartha cúig bliana don Chomhairle. Tá forbairt an phlean seo bunaithe ar ghuthanna páistí agus daoine óga chun na deiseanna agus na dúshláin a bhíonn rompu a aithint agus iad ag teagmháil le Comhairle na nÓg. Bhain na cainteanna ceardlainne a réachtáladh ag an Seóthaispeántas Náisiúnta i Samhain 2016 leis an sainchúram sin. D'fhreastail níos mó ná ceithre chéad páiste agus duine óg ó Chomhairle na nÓg ar an 3ú himeacht Seóthaispeántais débhlíantúil i bPáirc an Chrócaigh ar an 24 Samhain 2016.

2.3.4 An Ciste um Mhúinteoireacht agus um Foghlaim a Fheabhsú

Fuair an comhthionscadal taighde seo dar teideal ‘Scileanna Digiteacha i mBun Gnímh’ maoiniú ón bhfóram Náisiúnta um Mhúinteoireacht agus um Foghlaim a Fheabhsú faoi ‘Théama an Fheabhsaithe 2016’, www.teachingandlearning.ie. Rinne IOM, a ndearna Alison Egan ionadaíocht di, taighde i gcomhar le Coláiste na Tríonóide, an Coláiste Náisiúnta Ealaíne is Deartha, an Coláiste Ollscoile, Baile Átha Cliath, agus Institiúid Ealaíne, Deartha agus Teicneolaíochta Dhún Laoghaire (an príomh-chomhpháirtí). Bhí ceithre chéim sa tionscadal. Rinneadh acmhainní agus gníomhaíochtaí maidir le scileanna digiteacha inár n-institiúidí a bhailiú, a anailísiú agus a roinnt sa chéad chéim, ‘Machnamh a Dhéanamh’ agus rinneadh na scileanna seo a mhapáil sa chreat scileanna digiteacha All Aboard. Sa chéim ‘Dearadh agus Forbairt’, aithníodh daoine den lucht acadúil agus iarradh orthu cás-staidéir ar chleachtadh le cuidiú digiteach a bhaineann le disciplín ar leith a chruthú. B’ionann gach cás-staidéir agus pointe fócais chun acmhainní deartha teagaisc agus oideolaíochta a fhorbairt agus a chur i bhfeidhm a ndearnadh iad a óstáil ar ardán oscailte a bhí roinnte thar na h-institiúidí.

In IOM, d’oibrigh Alison Egan leis an Dr Michael Flannery chun taighde a dhéanamh ar an bpoitéinseal a bhaineann le feidhmiúlacht timpeallachta fíorúla

ilúsáideora (MUVE) i leith fiosraithe amharc-ealaíon. I gcéim 3, tugadh cuireadh do mhic léinn agus don fhoireann i ngach institiúid sa chnuasach páirt a ghlacadh i seimineáir agus i gceardlanna dírithe ar na cás-staidéir le linn Sheachtain na Foghlama le Cuidiú Teicneolaíochta (nó TEL mar is fearr aithne air sa Bhéarla) i Márta 2016. Rinneadh an comhthionscadal seo a mheas trí athbhreithniú a dhéanamh ar conas a d’éirigh leis an gcomhoibriú sa chnuasach ó thaobh leibhéal na rannpháirtíochta de ag gach céim den tionscadal agus ó thaobh an tionchair a imríodh ar fhoghlaim na foirne agus na mac léinn.



2.4 FOILSEACHÁIN LE DÉANAÍ

2.4.1. Rannóg na Gaeilge, 2015-2017

Tá an tiomantas don scoláireacht agus don taighde ag croílár obair Rannóg na Gaeilge. D’eagraigh an Rannóg Gairm na bPíarsach mar chomóradh céad bliain ar Éirí Amach 1916 – fóram a thug an deis do dhaoine taighde ar 1916 a roinnt. Tá gach píosa taighde ón bhfóram sin ar fáil anois i bhfoirm leabhráin, leabhrán a ndearna an Dr Marie Whelton agus Aodán Mac Suibhne eagarthóireacht air. Déanann an t-alt spéisiúil ‘Drámaíocht na Gaeilge sa Seomra Ranga Bunscoile: Modh Ealaíne nó Modheolaíocht?’ leis an Dr Claire M. Dunne a foilsíodh in *Breac: A Digital Journal of Irish Studies*, Lúnasa 2016, iniúchadh ar fhorbairt na drámaíochta Gaeilge san oideachas, ag féachaint ach go háirithe ar an gcreimeadh a tháinig uirthi mar mhodh ealaíne spreagúil, agus an bhéim a chuirtear uirthi anois mar mhodheolaíocht chun cumas teanga a neartú. Cuireann an t-alt i gcomparáid lena chéile an úsáid a baineadh as an drámaíocht mar áis pholaitiúil ag tús an chéid seo caite, go speisialta le linn na hAthbheochana, agus an úsáid a bhaintear as an drámaíocht i seomraí ranga an lae inniu. Clúdaíonn an t-iniúchadh san alt seo cnuasaigh drámaí comhaimseartha agus na moltaí díreacha agus



indíreacha a thugtar do mhúinteoirí. Sa bhliain 2015, foilsíodh an dara heagrán agus an closleabhar de chuid an Dr Marie Whelton *Nuair a Stadann an Ceol: Úrscéal don Fhoghlaiméoir Fásta*.

Sa bhliain 2015, d'fhoilsigh An Dr Marie Whelton páipéar piarmheasúnaithe in *The Irish Teachers Journal* a scrúdaíonn sampláil ionadaíoch de dhánta, ó 1930-2010. Téann na dánta go léir i ngleic le téama an teagaisc agus na foghlama, agus, is dánta iad le filí Gaeilge a bhí ina múinteoirí bunscoile, nó ina múinteoirí meánscoile, ar feadh tréimhse, nó ar feadh a saoil ghairmiúil ar fad. Ina theannta sin d'fhoilsigh sí alt faoi eitic an réalachais in *Bliainiris* agus alt faoi dhánta Gaeilge leis mBráthair Críostaí, Liam Ó hÁinle.

2.4.2 Become the Primary Teacher Everyone Wants to Have: A Guide to Career Success

Agus an leabhar seo á scríobh ag an Dr Seán Delaney, bhain sé leas as an taithí mhór atá aige ar an mbunmhúinteoireacht agus ar oideachas múinteoirí. D'fhoilsigh an foilsitheoir mór le rá sa Ríocht Aontaithe, Routledge, é agus is é seo an leabhar ar mhaith le Seán é a bheith ar fáil dó agus é ag tosú amach mar mhúinteoir. Is ionann an leabhar seo agus treoir sa bhreis do

mhúinteoirí nua agus iad ag ullmhú don mhúineadh, d'iompraíocht an ranga a bhainistiú, do mhodhanna teagaisc a roghnú, d'idirdealú a dhéanamh idir páistí, do thuiscint a mheas, do chumarsáid le tuismitheoirí, do bheith ag plé le comhghleacaithe agus do chothromaíocht oibre is saoil a bhaint amach.

2.4.3 Introducing Bronfenbrenner: A Guide for Practitioners and Students in Early Years Education

D'fhoilsigh Routledge an leabhar praiticiúil seo leis an Dr Leah O'Toole i Márta, 2017. Scríobhadh é i gcomhar leis na comhúdair an tOllamh Nóirín Hayes ó Choláiste na Tríonóide, Baile Átha Cliath agus an Dr Ann Marie Halpenny ó Institiúid Teicneolaíochta Bhaile Átha Cliath. Tá bunéolas sa leabhar seo ar shamhail Bronfenbrenner d'fhorbairt an duine. Baintear úsáid as taighde cleachtas-bhunaithe ann chun na príomhghnéithe a imríonn tionchar ar oideolaíocht an oideachais luath-óige a aithint agus a chur i láthair. Baineann samhail Bronfenbrenner le torthaí taighde reatha sa tsíceolaíocht, sa néareolaíocht agus san oideachas, agus fiosraítear í i de réir tuiscint an lae inniu ar an gcaoi a bhfoghlaímíonn páistí. Tugann an leabhar treoir don léitheoir maidir leis na príomhghnéithe a bhaineann

le cleachtadh oideachais luath-óige ardchaighdeán. Cuireann sé nádúr dinimiciúil na samhla in iúl chomh maith leis an ról atá ag an ngairmí oideachais luath-óige ina cur i bhfeidhm.



2.4.4 Nuair a Stadann an Ceol

Sa bhliain 2015, d'fhoilsigh Comhar Teoranta an dara heagrán de Nuair a Stadann an Ceol le Marie Whelton. Is úrscéal d'fhoghlaimoírí fásta é a insíonn scéal Róisín - tar éis di í féin a chur tríd an ollscoil agus tar éis di cúpla bliain a chaitheamh ag obair, tá sí ar ais ag staidéar agus í d'aidhm aici cáilíocht sa bhunmhúinteoireacht a bhaint amach. Tá cairde nua aici agus tá go leor ceoil á sheinm aici sa Choláiste Oideachais, ach tá uirthi dul i ngleic, freisin, le deacrachtaí móra pearsanta. Is scéal é seo faoi na hÍobairtí a dhéanann daoine do thíolacthaí clainne, cairdis agus ceoil, ach, is scéal é, freisin, faoin slánú a thagann ó na tíolacthaí céanna. Tá staidéar déanta ar an úrscéal ag mic léinn in Institiúid Oideachais Marino agus foilsíodh sliocht as an úrscéal in Staighre do mhic léinn a bhfuil an Teastas Sóisearach ar siúl acu.

2.5 LEABHARLANN IOM

Chuir an leabharlann roinnt tionscnamh nua i bhfeidhm le cabhair ó chomhpháirtithe ar fud na hInstitiúide chun tacú leis an gcuspóir straitéiseach go méadófar na gníomhaíochtaí taighde. Cuireadh oiliúint faisnéise agus litearthachta digití ar mhic léinn fochéime agus iarchéime a bhí dírithe ar phríomhphointí dá staidéir – mic léinn sa chéad bhliain ag aistriú chuig an tríú leibhéal agus mic léinn ina mbliain deiridh ag cur tús le tráchtas taighde, mar shampla. Ag tabhairt comh-airde ar na dúshláin os comhair na foirne acadúla, d'éascaigh an leabharlann le ceardlanna praiticiúla maidir le hábhar

a fhoilsiú agus taighde a bhainistiú. I gcomhar leis an Oifig um an gClár Taighde & Forbartha a Bhainistiú, tá an leabharlann ag obair ar Thaisclann Institiúide a fhorbairt don fhoireann acadúil chun a dtaighde a thaispeáint ar leathanach IOM laistigh de TARA, Taisclann Institiúide Choláiste na Tríonóide.

D'éascaigh suíomh idirlín nua Institiúid Oideachais Marino i 2016 leis an leabharlann uirlis nua aimsithe ghréasáin a thabhairt isteach. Cuireann an uirlis nua tairseach amháin chuardaigh ar fud bhailiúcháin na leabharlann ar fáil lena n-áirítear ábhar clóite, ábhar a bhfuil rochtain oscailte air agus ábhar a bhfuil rochtain síntiúis air, chomh maith le treoracha ilmheán do na hacmhainní leabharlainne atá ag dul i méid. I gcomhar leis an rannóg TF, tugadh modhanna fíordheimhnithe isteach chun go mbeidh sé níos éasca don fhoireann agus do na mic léinn chlártaithe rochtain a fháil ar acmhainní ar líne ar an gcampas agus lasmuigh den champas. Chomh maith leis an dul chun cinn teicneolaíochta, oideachas for-rochtana agus uaireanta oscailte níos faide, méadaíodh acmhainní clóite na leabharlainne i gcomhréir leis an éagsúlacht atá ag dul i méid i bpobal mac léinn IOM agus i soláthar na gclár oideachais múinteoirí agus i léann an oideachais.



CAIBIDIL 3

Ionchuimsitheacht & Comhionannas



3.1 IONCHUIMSITHEACHT AGUS COMHIONANNAS

Aithnítear Ionchuimsitheacht agus Comhionannas mar cheann de na ceithre réimse tosaíochta i bPlean Straitéiseach IOM 2015–2020. Glacann IOM páirt réamhghníomhach i gcomhpháirtíochtaí pobail agus forochtana, i dtionscadail taighde fócasaithe agus i gcláir oideachais spriocdhírthe chun próifíl na mac léinn a leathnú. Is é bunphrionsabal na béime a leagaimid ar an ionchuimsitheacht agus ar an gcomhionannas ná ceannaireacht ó thaobh na smaointeoireachta a chur leis an gcomhrá náisiúnta ó thaobh iolrachais san oideachas agus tionchar a imirt ar bheartas a dhéanamh i réimse na hionchuimsitheachta agus na héagsúlachta i suíomhanna oideachais.



3.2 COMHPHÁIRTÍOCHTAÍ POBAIL AGUS FOROCHTANA

3.2.1 Oideachas Forbartha agus Idirchultúrtha (DICE)

Is comhthionscnamh oideachais náisiúnta é an tionscadal Oideachais Forbartha agus Idirchultúrtha (nó DICE mar is fearr aithne air sa Bhéarla) a chuireann comhtháthú oideachais forbartha agus oideachais idirchultúrtha in Oideachas Tosaigh Múinteoirí bunscóile chun cinn. Tá béim leanúnach curtha ag IOM ar a tiomantas do shaincheisteanna ceartais shóisialta agus comhionannais ar an leibhéal náisiúnta agus idirnáisiúnta araon. Tá obair DICE fite fuaite anois i gcleachtadh léachtóirí agus iad ag teagasc agus i bhfoghlaim na mac léinn ar chúrsaí uile Leibhéal 8 agus Leibhéal 9 san Institiúid. Oibríonn coiste de bhaill foirne

agus de mhic léinn le chéile chun cuspóirí DICE a chur chun cinn agus is é príomhghné na gníomhaíochta reatha ná caidrimh le heagraíochtaí neamhrialtasacha agus le grúpaí abhcóideachta a fhorbairt agus a chothú. Taobh leis sin, tá pobal taighde ag fás a phléann le cleachtadh agus le gníomh a mbaineann machnamh ar phróiseas leis trí pháirt a glacadh i ngníomhaíochtaí taighde ar an leibhéal fochéime agus iarchéime araon. Is léir ón gcaoi a bpléann mic léinn le hábhar a bhfuil éifeacht dhíreach ag obair chlár DICE orthu (ar an leibhéal follasach agus ar an leibhéal comhtháthaithe), go bhfuil tionchar díreach ag tírdhreach an athraithe i gcóras oideachais na hÉireann ar an mbealach ina gcuirtear oideachas ar mhúinteoirí agus ar an mbealach ina mbreathnaíonn siad ar fhoghlaiméirí sa seomra ranga. Féachaimid in IOM leis na múinteoirí sin a chumasú agus a ghríosú chun athrú a spreagadh, iad ag brath ar an taighde agus ag cur leis an taighde, de réir mar a phléann siad le dinimic an chórais oideachais a bhíonn ag síor-athrú.

3.2.2 Buanchomhdháil maidir le hOideachas Múinteoirí Thuaidh Theas (SCoTENS) – Béarla a mhúineadh mar Theanga Bhreise

Bhí Buanchomhdháil 2015 maidir le hOideachas Múinteoirí Thuaidh Theas (nó SCoTENS mar is fearr aithne uirthi sa Bhéarla) dírithe ar Oideachas um Cheartas Sóisialta do Múinteoirí. Chuir an Dr Barbara O'Toole ó IOM agus an Dr Barbara Skinner ó Ollscoil Uladh i gCúil Raithin ceardlann i láthair maidir le Béarla a mhúineadh mar theanga bhreise. Tar éis rath an tionscnaimh seo, cuireadh iarratas faoi bhráid SCoTENS ar mhaoiniú i 2016 le haghaidh seimineáir ar Bhéarla a mhúineadh mar Theanga Bhreise (nó EAL mar is fearr aithne air sa Bhéarla) i gCúil Raithin agus i Marino i rith 2017. Le maoiniú ó SCoTENS chomh maith le maoiniú meaitseála ón dá institiúid, reáchtáladh seimineáir dar teideal '*Minority language students and the curriculum: closing the achievement gap*' in Ollscoil Ulaidh gCúil Raithin ar an 9 Feabhra, 2017 agus in Institiúid Oideachais Marino ar an 25 Aibreán, 2017. Ar na haoichainteoirí a ghlac páirt iontu, bhí Piet Van Avermaet ó Ollscoil Ghent sa Bheilg (an seimineár i mBaile Áth Cliath amháin), Andrew Hancock ó Ollscoil Dhún Éideann, Jean Conteh ó Ollscoil Leeds, agus an Dr Déirdre Kirwan, iar-phríomhoide Scoil Bhríde (Cailíní) i mBaile Bhlainséir i mBaile Átha Cliath. Mheall an dá sheimineár a lán rannpháirtithe lena n-áirítear múinteoirí ó bhunscoileanna agus iar-bhunscoileanna, oideachasóirí múinteoirí, mic léinn, agus taighdeoirí. Táthar i mbun oibre ar acmhainn físeáin a chur le chéile bunaithe ar an dá imeacht agus beidh sí sin ar fáil ar shuíomhanna idirlín an dá eagraíocht agus ar shuíomh gréasáin SCoTENS.



3.2.3 Clár Rochtana Marino ar an Múinteoireacht

In Aibreán 2013, sheol Institiúid Oideachais Marino (IOM) i gcomhar le Comhpháirtíocht Thuaisceart Bhaile Átha Cliath agus le hAodhán Ó Ríordáin T.D. (ionadaí an Lucht Oibre ó Bhaile Átha Cliath Thuaidh-Lár) scéim scoláireachta chun na deiseanna do dhaltaí ó mheánscoileanna DEIS i dTuaisceart Bhaile Átha Cliath dul leis an múinteoireacht bhunscoile a mhéadú. Tá baint ar leith ag an scéim seo le IOM mar is é ceann dá Treoirphrionsabail sainráite ná ‘cláir oideachais a chur ar fáil a spreagann agus a chumasaíonn daoine faoi mhíbhuntáiste agus na boicht’.

Aithníonn na múinteoirí ar Chlár Rochtana Marino ar an Múinteoireacht daltaí idirbhliana a meastar go bhfuil sé de chumas acu na pointí riachtanacha a bhaint amach chun cur isteach ar chúrsa oideachais múinteoireachta agus ar dóigh go mbainfidh siad tairbhe as teagasc Gaeilge sa bhreis. Tugtar cuireadh do na daltaí sin páirt a ghlacadh sa scéim agus freastal ar ranganna Gaeilge in IOM. Díritear ar mheon dearfach i leith na Gaeilge a chothú, ar ghníomhaíochtaí éagsúla a dhéanamh trí mheán na Gaeilge agus ar chur ina luí ar na daltaí gur féidir leo a bhfís a fhíorú. Tá torthaí maithe ar an tionscnamh go dáta. Tá roinnt mac léinn ag dul ar aghaidh go cláir oideachais tosaigh do mhúinteoirí bunscoile agus d'éirigh le hiarratais roinnt daltaí ar chlár chéime ardoideachais eile. Is tionscnamh leanúnach é seo agus chuir sé bonn eolais faoi chomhiarratas ó IOM agus Coláiste na Tríonóide faoi Ghlaoch Chlár an HEA um Rochtain ar Ardoideachais (nó PATH mar is fearr aithne air sa Bhéarla).

3.2.4 Tionscnamh IOM, Chomhpháirtíocht Thuaisceart Bhaile Átha Cliath agus Leabharlanna Bhaile Átha Cliath – an Tionscadal Scéalaíochta

Tionscadal dialógach léite scéalta le haghaidh tuismitheoirí agus páistí is ea an Tionscadal Scéalaíochta arna eagrú ag Institiúid Oideachais Marino (IOM) le

tacaíocht ó Chomhpháirtíocht Thuaisceart Bhaile Átha Cliath agus ó Leabharlanna Bhaile Átha Cliath. Tá an tionscadal dírithe ar scoileanna agus réamhscoileanna i scoilcheantar Chomhpháirtíocht Bhaile Átha Cliath. Tá cúig thionscadal scéalaíochta déag a raibh sé chéad seasca ceathair tuismitheoir agus a bpáistí páirteach iontu déanta ó cuireadh tús leis in 2009. Is éard atá ann ná clár léitheoireachta cúig seachtaine arna chruthú agus arna fhorbairt ag an Dr Joan Kiely, Ceann an Oideachais Luath-Óige in IOM. Féachann sé le tuismitheoirí a spreagadh chun léitheoireacht rialta a dhéanamh lena bpáistí, le páistí a spreagadh chun teanga díchomhthéacsaithe a úsáid, chun stór focal, comhrá agus scileanna cognaíocha na bpáistí a mhéadú agus le tuismitheoirí agus páistí a spreagadh chun a leabharlann áitiúil a úsáid.

Tugtar faoin tionscnamh seo le tacaíocht ghníomhach ó mhúinteoirí teagmhála baile pobail agus ó oideachasóirí Oideachais Luath-Óige a earcaíonn na tuismitheoirí chun páirt a ghlacadh sa tionscadal. Tugtar cuireadh do na tuismitheoirí sin teacht go IOM chun éisteacht faoina bhfuil i gceist leis an tionscadal agus chun bunoilúint i léitheoireacht lena bpáistí a fháil. Tá na scoileanna rannpháirteacha in Ard Aidhin, Darndál, Coill an Phríóra, Domhnach Míde, An Choill Mhór agus Cill Easra. Is é an t-aiseolas a tháinig ó phróiseas athbhreithnithe inmheánaigh a raibh baint ag páirtithe leasmhara an tionscadail leis a rinneadh ó 2013 go 2016 go bhfuil feabhas ar úsáid teanga díchomhthéacsaithe na bpáistí, go bhfuil níos mó taitnime á bhaint ag páistí agus ag tuismitheoirí as an léitheoireacht agus níos mó spéise acu i leabhair, go bhfuil caidrimh níos treise idir an tuismitheoir agus an páiste agus idir tuismitheoirí agus an scoil agus go bhfuil muintín níos mó ag tuismitheoirí iontu féin. Leanann IOM de chúnamh a thabhairt don tionscnamh seo i gcomhar leis an bpobal agus le páirtithe leasmhara eile trí dheiseanna foghlama gairmiúla a chur ar fáil do rannpháirtithe ar an suíomh.





3.2.5 An Nasc-Chlár Scoileanna

D'fhonn tairbhe a dhéanamh don phobal i gcoitinne, eagraíonn an roinn amharc-ealaíon in IOM nasc-thionscadal scoileanna le páistí bunscoile agus a múinteoirí ó scoileanna DEIS agus ó aonaid ASD. Is é aidhm an tionscadail ná cumas ealaíonta páistí a fhorbairt, eiseamláir an dea-chleachtais a roinnt lenár mic léinn agus an mhistéir a bhaint den tríú leibhéal do pháistí a bhféadfadh sé nach mbeadh baill dá dteaghlach in oideachas tríú leibhéal. Gach bliain, déantar guth na bpáistí a áireamh sa tionscadal, comhtháthú gan choinne a thapú agus comhtháthú na n-amharc-ealaíon le réimsí curaclaim eile a phleanáil. Tá comhchuid taighde i gceist le gach tionscadal lena ndéantar athbhreithniú ar an tionchar a bhí ag comhtháthú na n-amharc-ealaíon ar ghné eile d'fhoghlaim an pháiste.



I 2015, d'fhorbair an t-amharc-ealaíontóir Vaneesa Donoso Lopez agus an léiritheoir Jennie Guy clár de ghníomhaíochtaí amharc-ealaíon próiseas-díríte a bhí comhtháthaithe le scríbhneoireacht ghnásúil agus leis an saothar a chur ar taispeáint i dtaispeántas SEED ag Bloom 2016. Cuireadh na torthaí i láthair ag Comhdháil 2016 Chumann Litearthachta na hÉireann. Déanann Nasc-Chlár Scoileanna 2017 ceol, na hamharc-ealaíona agus oideachas sóisialta, imshaoil agus eolaíochta a nascadh. Fiosraíonn sé déanamh ceoil, ceolmhaireacht sna hamharc-ealaíona, amharc-scóir, eolaíocht na fuaim, inbhuanaitheacht, feasacht agus cúram comhshaoil. Ó thaobh na gné taighde comhthráthaí de, déantar athbhreithniú ar éifeachtacht an 'EcoSonic Playground' chun Eolaíocht, Teicneolaíocht, Innealtóireacht, na hEalaíona agus an Mhatamaitic (nó STEAM mar is fearr aithne ar na hábhair seo sa Bhéarla) a fhoghlaim. Is cuid de thionscadal níos mó é an taighde seo dar teideal The EcoSonic Playground: *A Place Where Children Play, A Community's Project* agus tá sé á dhéanamh i gcomhar le hOllscoil Massachusetts Lowell.

3.2.6 Bealach Rochtana ar Ardoideachas agus Bealach Rochtana ar Oideachas do Dhaoine faoi Mhíchumas

D'fhonn rochtain ar ardoideachas a chur ar fáil do phobal níos leithne, tá IOM páirteach sna bealaí iontrála malartacha náisiúnta, Bealach Rochtana ar Ardoideachas agus Bealach Rochtana ar Oideachas do Dhaoine faoi Mhíchumas (nó HEAR agus DARE faoi seach mar is fearr aithne orthu i mBéarla). Cuireann HEAR áiteanna ar phointí laghdaithe ar fáil d'fhágáilithe scoile atá faoi mhíbhuntáiste socheacnamaíoch ó thaobh cúlra de agus cuireann DARE áiteanna ar fáil do dhaltá a raibh dúshlán oideachais bhreise rompu mar thoradh ar mhíchumas.

Coinníonn IOM 15% de na háiteanna ar chúrsaí fochéime do mhic léinn HEAR, do mhic léinn DARE agus do mhic léinn lánfhásta. Tá 45 mac léinn HEAR agus 23 mac léinn DARE cláraithe faoi láthair. Tá méadú seasta tagtha ar líon na mac léinn a nglactar leo trí na scéimeanna sin. Tá an líon is airde de chlárúcháin go dtí seo, idir HEAR agus DARE, sa bhliain acadúil 2016–2017 nuair a thosaigh 14 mac léinn HEAR agus 12 mac léinn DARE ar chlár fochéime i Meán Fómhair, 2016.

Nuair a chláraíonn siad, faigheann mic léinn HEAR roinnt cúnamh airgeadais chun cabhrú leis na costais a

bhaineann le freastal ar institiúid tríú leibhéal agus bíonn réimse tacaíochtaí acadúla ar fáil do mhic léinn DARE mar chuid de Sheirbhís Míchumais IOM (a bhfuil 40 mac léinn san iomlán cláraithe di).

3.3 IOLRACHAS AGUS OIDEACHAS

3.3.1 Boird Oideachais agus Oiliúna Éireann (ETBI) agus Institiúid Oideachais Marino (IOM) – Forbairt Ghairmiúil Leanúnach do Ghairmithe Scoileanna Náisiúnta Pobail

Is bunscoileanna ilchreidmheacha stáit iad na Scoileanna Náisiúnta Pobail (nó scoileanna CNS mar is fearr aithne orthu sa Bhéarla) atá páistelárnach agus ionchuimsitheach. Is iad pátrúin scoileanna CNS ná na Boird Oideachais agus Oiliúna agus, go dáta, tá scoileanna náisiúnta pobail i gcontae Bhaile Átha Cliath, i gcontae Chill Mhantáin, i gcontae na Mí, i gcontae Chill Dara agus i gcontae Chorcaí. Tá clár deimhnithe forbartha ag Boird Oideachais agus Oiliúna Éireann i gcomhar le hInstitiúid Oideachais Marino do ghairmithe scoileanna náisiúnta pobail. Ar mhodúil chlár 2017 tá:

- Scoileanna agus Éagsúlacht – Ionchuimsitheacht agus Oideachas Ilchultúrtha
- Béarla a Mhúineadh mar Theanga Bhreise – Cur Chuige Idirchultúrtha



- Ilchineálacht Reiligiúnach i gComhthéacs Idirchultúrtha
- Cearta an Duine, Oideachas faoi Chearta an Duine agus Idirchultúrthas

Fuarthas aiseolas an-dearfach ar an gclár ó rannpháirtithe agus táthar i mbun breis comhoibrithe idir ETBI agus IOM á fhiosrú.

3.3.2 An Dr Rowan Williams - Risking Faith in Conversation, Risking Faith in Schools

B'fhéidir nach minic a shamhlaítear na focail 'grástúlacht' agus 'teacht i láthair' leis na comhthéacsanna oideachais ina mbímid ag obair sa lá atá inniu ann. Ach bhí an-teacht i láthair agus grástúlacht ag baint leis an Ardeaspag Canterbury, an Dr Rowan Williams, nuair a tháinig sé chuig an gcoláiste i mBealtaine 2016. Thug sé muinín ar ais i bhfiúntas agus i bpoitéinseal an 'chomhrá mhaith' idir daoine, agus idir comhghleacaithe ó institiúidí agus ó ionaid oibre éagsúla leis an láocht agus an fhlaithiúlacht a léirigh sé agus é ag comhrá go mórchríoich le haíonna éagsúla ar an gcéad lá dá chuairt. Tá an spás acadúil in IOM fós beo ó fhocail an Ardeaspaig agus leis an gcuimhne ar an slua mór múinteoirí agus oideachasóirí a tháinig i láthair chun éisteacht leis agus chun labhairt leis.

Cúis cheiliúrtha is ea an chuairt don choláiste ach, mar is fíor i gcás gach ábhar ceiliúrtha, ní mór dúinn ceart a dhéanamh lena bhfuil á cheiliúradh againn. Tháinig roinnt mhaith ábhair machnaimh agus ábhar gnímh ón dá lá a chaith sé sa choláiste – agus dhá chiseán déag de sa bhreis ar a laghad. Is é an dúshlán atá ann ná na ciseáin sin a roinnt amach anseo chun go mbeidh leorchothú ann do na múinteoirí atá le teacht agus iad ag dul i mbun a dtasc oideachais i saol ina mbíonn an comhrá gann agus suarach go minic.



3.3.3 Iolrachas Cultúrtha agus Reiligiúnach san Oideachas

Reachtáladh comhdháil lae maidir le hiolrachas cultúrtha agus reiligiúnach san oideachas ar an 16 Aibreán, 2016 i Scoil Éacúiméinice na hÉireann, faoi choimirce Scoil Éacúiméinice na hÉireann, Choláiste na Tríonóide, Baile Átha Cliath, Institiúid Oideachais Marino agus Fhóram Idirchreidimh Chathair Bhaile Átha Cliath. Rinne an Dr Jude Lal Fernando ó Scoil Éacúiméinice na hÉireann agus an Dr Barbara O'Toole ó Institiúid Oideachais Marino an chomhdháil a phleanáil agus a chomhordú. Ba léiriú é an comhimeacht seo ar an gcaidreamh idir IOM agus Coláiste na Tríonóide atá ag neartú agus ba ó réimsí a bhfuil baint ag an dá eagraíocht leo a bhí na rannpháirtithe: oideachas múinteoirí, oideachas reiligiúnach, scoileanna, taighdeoirí, forais phátrúnachta, an Chomhairle Náisiúnta Curaclaim agus Measúnachta, agus daoine aonair a bhfuil spéis acu san ábhar. Ar na haíonna a thug cainteanna ag an gcomhdháil bhí an Dr Leslie Bash Religion, *Schooling and the State: Negotiating and Constructing the Secular Space*, an Dr John O'Grady *Religious Pluralism in Education*, Swami Purnananda *Hindu Pluralism in Education*, an Dr Melanie Brown *Jewish Pluralism in Education*, Dr Patrick Claffey *Christian Pluralism in Education*, Shaykh Dr Umar Al-Qadri *Islamic Pluralism in Education*.

CAIBIDIL 4

Saol na Mac Léinn



4.1 EISPÉIREAS MAC LÉINN & TACAÍOCHT

4.1.1 Guth na Mac Léinn

Is eagrais ionadaíoch é Aontas na Mac Léinn Institiúid Oideachais Marino (IOMSU) le haghaidh na mac léinn go léir ar gach cúrsa in IOM. Tá IOMSU comhdhéanta de ghrúpa mac léinn deonach a fhéachann leis an ionadaíocht is fearr agus is féidir a dhéanamh do na mic léinn agus lena chinntiú go ndéanann gach mac léinn dul chun cinn sóisialta, fisiciúil agus acadúil sa choláiste.

Oifigigh feidhmiúcháin lena n-áirítear an tUachtarán, an Leas-Uachtarán agus an t-oifigeach Leasa agus Comhionannais atá in IOMSU chomh maith le hoifigigh thofa eile, lena n-áirítear na hoifigigh Siamsaíochta, Spóirt agus B.Eol. Is iad príomhfheidhmeanna Aontas na Mac Léinn ná cúnamh acadúil a thabhairt do mhic léinn i leith tascanna agus torthaí scrúduithe, tacaíocht a thabhairt dóibh siúd a bhfuil sé ag teastáil uathu, ó thús na bliana ar aghaidh; ionadaíocht a dhéanamh do mhic léinn le comhlachtaí seachtracha, mar Chumann Múinteoirí Éireann (INTO), agus leis an Roinn Oideachais agus Scileanna agus chun siamsaíocht a chur ar fáil ar an gcampas agus lasmuigh den champas. Dírionn na hoifigigh Spóirt sa choláiste ar an tábhacht a bhaineann leis an aclaíocht i saol daoine agus déanann siad a ndícheall cur ar chumas na mac léinn páirt a ghlacadh ar an bpáirc nó ar an gcúirt spóirt. Tá Cumann Gaelach gníomhach ann freisin a bhíonn i mbun dea-dhearcadh i leith na Gaeilge agus i leith an chultúir Ghaelaigh a spreagadh in IOM.

Déanann baill IOMSU ionadaíocht do mhic léinn ar choistí áirithe san Institiúid mar an Chomhairle Acadúil, an Bord Rialaithe, an Chúirt Achomharc agus an Coiste Idirchaidrimh um Fhoireann agus Mhic Léinn (nó an Staff-Student Liaison Council (SSLC), mar is fearr aithne air sa Bhéarla). Ar deireadh thiar, is mian le IOMSU go gcuirfear eispéireas ardchaighdeán acadúil agus sóisialta ar fáil do na mic léinn uile agus iad in Institiúid Oideachais Marino.

4.1.2 An Coiste Idirchaidrimh um Fhoireann agus Mhic Léinn

Is modh cumarsáide é an Coiste Idirchaidrimh um Fhoireann agus Mhic Léinn (SSLC mar is fearr aithne air sa Bhéarla) idir an fhoireann agus na mic léinn. Is fóram é le haghaidh plé ar ábhair acadúla, ar thacaíocht do mhic léinn agus ar áiseanna. Rinneadh plé ar shaincheisteanna ar an bhfóram seo a raibh áiseanna feabhsaithe mar thoradh air lena n-áirítear athchóiriú agus uasghrádú an tseomra aclaíochta, spás breise do mhic léinn agus uaireanta lónadóireachta níos faide. Léirítear guth na

mac léinn sna beartais agus sna nósanna imeachta leasaithe chomh maith maidir le hábhair mar scrúduithe, tinreamh agus coinbhinsiúin acadúla. Tá ceathrar ball foirne ar an SSLC, lena n-áirítear ionadaí ó Oifig an Chláraitheora, ionadaí ó rannóg an tSocrúcháin Scoile, ionadaí ó na cláir oideachais tosaigh múinteoirí (B. Oid agus MGO), agus cláir acadúla IOM eile, agus idir ceathrar agus seisear ionadaithe arna dtoghadh ag na mic léinn lena n-áirítear uachtarán Aontas na Mac Léinn, an leas-uachtarán, an t-oifigeach leasa, agus an t-oifigeach oideachais. Bíonn trí chruinniú in aghaidh na bliana ag an SSLC.



4.1.3 Sláinte na Mac Léinn

Táimid tiomanta in Institiúid Oideachais Marino do thacú le sláinte na mac léinn agus cuirtear roinnt seirbhísí ar fáil ina leith sin. Chun tacú le mic léinn a sláinte choirp a chothú, cláraíonn Ionad Míochaine Fhionnradhairc gach mac léinn nua trí Oifig an Chláraitheora agus tá trí chuairt saor in aisce in aghaidh na bliana acadúla ar fáil do na mic léinn uile. Tá áiseanna móra spóirt agus áineasa ar fáil agus is léir an cur chuige réamhghníomhach i dtaobh cur chun cinn na sláinte ar an gcampas. Tá IOM chomh réamhghníomhach céanna maidir le sláinte mheabhrach agus bíonn gníomhaíochtaí ar siúl le linn na Seachtaine Sláinte Meabhraí chomh maith le tionscnaimh leanúnacha mar Suaimhneas (féach 4.1.4.4). Cuireann an tSeirbhís Comhairleoireachta (i gcomhar le Seirbhís Comhairleoireachta Choláiste na Tríonóide) comhairleoireacht duine ar dhuine agus comhairleoireacht i ngrúpaí chomh maith le measúnú ar fáil ar an gcampas, ar líne, agus/nó lasmuigh den champas in Oifigí Comhairleoireachta Choláiste na Tríonóide. Tá tacaíocht ar fáil freisin i gcás éigeandála nó teagmhais chriticiúil.

Tá tacaíocht acadúil ar fáil in IOM ón tús agus déantar próiseas cuimsitheach ionduchtúcháin nuair a chláraíonn mic léinn. Tugtar ball ón bhfoireann acadúil do gach mac léinn mar theagascóir chun treoir a thabhairt maidir le gach gné den saol acadúil agus chun tacaíocht agus treoir shaindírithe a chur ar fáil nuair is

gá. Tá an fhoireann um Fhoghlaim agus Fhorbairt Mac Léinn de chuid TCD ar fáil do mhic léinn Marino freisin ó thaobh ábhar mar scríbhneoireacht acadúil, scileanna cuir i láthair, ullmhúchán le haghaidh scrúduithe agus ábhair eile. Tá córas meantóireachta bunaithe ag na mic léinn féin a dtugtar POP air (Peer-On-Peer) trína dtugann mic léinn a bhfuil taithí acu tacaíocht agus treoir dóibh siúd atá díreach tar éis tús a chur lena n-aistear acadúil. Do mhic léinn faoi mhíchumas nó a bhfuil riachtanas oideachais speisialta acu, cuireann Seirbhís Tacaíochta do Dhaoine faoi Mhíchumas IOM (i gcomhar le Seirbhís TCD do Dhaoine faoi Mhíchumas) Achoimre ar Riachtanais Oideachais Foghlama (nó tuairisc LENS mar is fear aithne air sa Bhéarla) ar fáil ina leagtar amach na ‘socrúithe réasúnta’ a éascóidh leis an mac léinn páirt a ghlacadh i staidéar agus barr a c(h)umas a bhaint amach. Tá IOM tiomanta do thimpeallacht inrochtana chuimsitheach a chinntiú go fisiciúil, go sóisialta agus ó thaobh dearcadh de.

Cuireann IOM Ciste *Cúnamh do Mhic Léinn* ar fáil freisin trína gcuirtear tacaíocht airgeadais ar fáil do mhic léinn a mbeadh sé deacair dóibh dul i mbun oideachais tríú leibhéal murach sin. Is féidir le mac léinn ar bith a bhfuil deacrachtaí airgeadais sealadacha nó leanúnacha aige nó aici cur isteach ar thacaíocht.

Cuireann an tSéiplíneacht agus Ministreacht an Champais tacaíocht spioradálta agus tacaíocht phearsanta ó thaobh shaol an choláiste agus ó thaobh báis agus breoiteachta ar fáil agus tugann siad cuireadh rialta do Phobal Marino na rudaí tábhachtacha i saol

an choláiste a cheiliúradh trí spásanna a chur ar fáil don ghuí, don mhachnamh, don chlaochlú agus don fhorbairt phearsanta.

4.2 GNÍOMHAÍOCHTAÍ COMHCHURACLAIM AGUS SEACH-CHURACLAIM

4.2.1 Ceol in IOM

Déanann mic léinn ceol a fhoghlaim agus a sheimn in Institiúid Oideachais Marino trí ghníomhaíochtaí foirmiúla agus neamhfoirmiúla agus iad ag comhlíonadh riachtanais a gcúrsa nó ag glacadh páirte i ngníomhaíochtaí ceoil seach-churaclaim.

Is gné lárnach de na modúil Ealaíon/Ealaíon Comhtháite é an tOideachas Ceoil do mhic léinn a dhéanann an chéim Bhaitiléara san Oideachas, an chéim san Oideachas Luath-Óige, nó an Mháistreacht san Oideachas (Bunmhúinteoireacht). Leagtar béim ar rannpháirtíocht phraiticiúil agus chomhoibrítheach ar na cláir seo de réir mar a dhéanann mic léinn forbairt ar a smaointeoireacht oideolaíoch agus ar a saineolas ar theagasc ceoil. Chomh maith leis sin, pléann roinnt mac léinn le saincheistanna oideachais ceoil ó thaobh an taighde de sna modúil tráchtas ar a gcláir chéime. Ar na hábhair taighde a pléadh le déanaí tá cumas múinteoirí, foghlaim fhoirmiúil/neamhfoirmiúil, agus na dúshláin a mheastar atá ann i leith ceol a mhúineadh i mbunscóileanna. Gné eile a bhaineann le forbairt mhic léinn IOM mar oideachasóirí, agus atá ar fáil in



IOM amháin b'fhéidir, ná an cur chuige traschuraclaim faoi threoir na mac léinn i leith príomh-imeachtaí liotúirgeacha a ullmhú mar an Aifreann Oscailte agus an Aifreann Clabhsúir, an tseirbhís Charúl Nollag agus searmanais liotúirgeacha eile. Tacaíonn agus éascaíonn léachtóirí ón Roinn Oideachais Reiligiúnaigh agus an Roinn Ceoil leis na hullmhúcháin seo.

Is léir an tacaíocht dhíograiseach atá ann don timpeallacht cheoil bhríomhar neamhfhoirmiúil i Marino ó na scoth-cheoltóirí a fheictear sna ceolchoirmeacha ag deireadh téarmaí agus sna craoltaí *Céilí House* RTÉ ó bhliain go bliain. Meallann IOM scoth na gceoltóirí praiticiúla ó na seánraí ceoil éagsúla, agus ón gceol traidisiúnta go háirithe. Is comhartha maith é moladh agus spreagadh na gceoltóirí seo do thodhchaí an oideachais ceoil i scoileanna.



4.2.2 Cluichí Gaelacha

Is cuid bhunúsach de shaol IOM iad na cluichí Gaelacha i gcónaí. Is buntáiste an-mhór é le ceithre bliana anuas gur ceapadh Oifigeach chun Cluichí a chur chun cinn arna chómhaoiniú ag Páirc Uí Chrócaigh agus IOM. Tar éis dóibh Corn na Mac Léinn (Roinn 2) a bhuanach i 2016, chaill foireann na bhfear amach ar áit i gcluiche ceannais Chorn Trench (Roinn 2) i 2017 nuair a chaill siad cluiche leathcheannais chrua le pointe amháin i gcoinne Institiúid Teicneolaíochta Phort Láirge. Rinne foireann iomána na bhfear an-iarracht Corn Fergal Maher (Roinn 3) a bhaint ach bhuaigh Institiúid Teicneolaíochta na Gaillimhe-Mhaigh Eo, Leitir Fraic orthu sa chluiche ceannais. Bhí an tús áite ag foireann peile na mban i 2017 nuair a bhuaigh siad Corn Donaghy i gcoinne foireann cróga Choláiste Ríoga na Máinlianna in Éirinn. Is dea-thuar é rath na foirne camógaíochta sna comórtais réamh-Nollag. Bíonn gach duine san Institiúid an-bhródúil as an díograis agus an tiomantas a léiríonn na mic léinn dá spóirt.



Is deacair gan an bheocht atá i ngníomhaíochtaí Chumann Lúthchleas Gael a thabhairt faoi deara i measc na mac léinn agus fhoireann na hInstitiúide (acadúil agus cúntach). Cuirtear ríomhphoist faoi shocruithe agus thorthaí, agus tuairiscí ar chluichí chuig gach duine ar champas. Cuirtear grianghraif de chluichí agus tuairiscí ar chluichí ar na cláir fógraí, ar na leathanaigh Facebook, ar shuíomh Idirlín agus Ríomhíris na hInstitiúide. Tá a suíomh idirlín spóirt féin, *Marino Sport*, ag na mic léinn agus bíonn clúdach iontach scríofa agus pictiúr san iris mhíosúil a chlóítear go himheánach, *Marino Matters*. Bíonn cumarsáid mheandrach idir gach duine atá páirteach sna Cluichí Gaelacha san Institiúid trí na meáin shóisialta.

4.2.3 Corpacmhainn agus Spórt

Tá rochtain ag mic léinn IOM ar spás aclaíochta agus rinneadh uasghrádú air i 2017 tar éis próisis comhairliúcháin. Eagraítear ranganna aclaíochta i rith an téarma lena n-áirítear campa aclaíochta sé seachtaine i ndiaidh na Nollag a mbíonn freastal mór air.

I mbliana, bhí foireann chispheile na bhfear in IOM den chéad uair leis na blianta. Cé nár bhuaigh an foireann aon chluiche sa tsraith, tá moladh mór ag dul do thiomantas na foirne cóitseála agus do na himreoirí. Bhí imreoirí ó chlár IOM, lena n-áirítear an Bonnchlár Idirnáisiúnta agus na cúrsaí B. Oid. agus B. Eol., ar an bhfoireann nua sin. Bhí cispheil na mban iontach agus iomaíoch i rith 2016–2017 ach cé gur imir siad go maith, níor éirigh leo áit sa chluiche ceannais a bhaint amach.

Tá mic léinn a bhfuil spéis acu i gcluichí agus i spóirt nach n-imrítear iad in IOM i dteideal imirt do Choláiste na Tríonóide. Tá mic léinn reatha ina mbaill de chumainn sacair, lúthchleasaíochta, badmantain agus leadóige boird Choláiste na Tríonóide. Moltar do mhic léinn tabhairt faoin spórt a bhfuil spéis acu ann ina gclubanna áitiúla. Scéal amháin suntasach ná gur bhuaigh mac léinn IOM an bonn óir in imeacht Ealaíona Comhraic Measctha na hEorpa i 2016.



4.2.4 Suaimhneas

Tá an uair Suaimhnis ag meán lae ar an gCéadaoin ina gné d'amchlár IOM ó 2013. Cuirtear an uair 'sosa' seo nó am machnaimh ar an amchlár ar mhaithe le folláine na mac léinn agus na foirne. Ní tharlaíonn aon léacht, seimineár ná cruinniú le linn na huair seo. Tugtar deis mhachnaimh do mhic léinn agus don fhoireann trí spás pearsanta a bheith acu i dtimpeallacht IOM nó trí leas a bhaint as ceann de na deiseanna iomlánaíochta nó ciúnais atá ann.

Chomh maith leis an spás machnaimh ina seinntear ceol naofa sa séipéal, cuirtear aireachas, cleachtaí aireachais, tai chí, tai chí le ceol, cleachtais Capacitar, ióga, toilleoir, lámha san ithir, ceardlanna le healaíontóirí, siúlóidí aireachais, machnamh, teiripe le coileáin, ceardlanna henna, spás húlahúp, damhsa ciorcail agus grianghrafadóireacht i measc rudaí eile ar fáil. Chomh maith leis sin, is deis é Suaimhneas do mhic léinn seisiúin chomhairleoireachta buail isteach a dhéanamh le comhairleoir Choláiste na Tríonóide ar an láthair in IOM nó bualadh lena dteagascóir príobháideach ag an am sin.

Is é príomhchuspóir na huair Suaimhnis, áfach, ná spás a chur ar fáil don mhachnamh i lár na seachtaine coláiste gnóthaí. Léirigh rannpháirtithe staidéir taighde iardhochtúireachta gur riachtanach a leithéid de spás chun forbairt a dhéanamh ar 'saol inmheánach' mar mhic léinn in IOM.

4.2.5 Scríbhneoir Cónaithe IOM

Tionscnaíodh Clár an Scríbhneora Chónaithe i gcomhar le hÉigse Éireann agus tá sé bunaithe anois in IOM. Tá sé dírithe ar na healaíona san oideachas a chur chun cinn, spéis na mac léinn i litríocht a mhéadú, agus deiseanna a thabhairt do mhic léinn ar spéis leo a gcumas scríbhneoireachta cruthaithí féin a fhorbairt aiseolas a fháil ar a gcuid ó scríbhneoir a bhfuil saothar

leis nó léi foilsithe. Tá sé d'aidhm ag an gclár seo cur le forbairt phearsanta, acadúil agus ghairmiúil na mac léinn agus lena n-eispéireas ar an saol campais lasmuigh den léachtlan agus den seomra ranga. Ar ghníomhaíochtaí an chlár tá léamha, ceardlanna ranga, cainteanna ar leabhair do pháistí agus gné ar líne atá ar fáil do gach duine ar champas. Ar na hiar-scríbhneoirí cónaithe tá an t-údar leabhar do pháistí, Siobhán Parkinson, a bhí ina céad Laureate na nÓg ina dhiaidh sin, agus an file Enda Wyley, a ndearnadh ball d'Aosdána di le déanaí. Is cruthaitheoir leabhar pictiúr agus úrscéaláí í an Scríbhneoir Cónaithe reatha, Marie-Louise Fitzpatrick. Bhronn Leabhair Pháistí Éireann gradam Leabhar na Bliana uirthi faoi cheithre, arb é *Hagwitch* an t-úrscéal is déanaí a bhuaigh an gradam. Bíonn buanna éagsúla, cineálacha taithí éagsúla agus scileanna éagsúla agus dearcadh cruthaitheach ar leith ag gach scríbhneoir, rud a chuireann leis na cúrsaí litríochta sa choláiste agus ba cheart go n-imreodh sé seo dea-thionchar ar chleachtas sa seomra ranga amach anseo. Gné shuntasach de chónaitheacht 2016–7 is ea an tsraith de bhlaganna a chuir Marie-Louise thart faoin bpróiseas a bhaineann le leabhar pictiúr a chruthú ón mbunsmaoineamh go dtí an táirge deiridh foilsithe.

4.2.6 5 Seóthaispeántas Mhic Léinn an Bhonnchláir Idirnáisiúnta leis an Uasal Richard Bruton, TD, Aire Oideachais agus Scileanna

Bhí deis iontach ag mic léinn Bonnchláir Idirnáisiúnta Choláiste na Tríonóide a staidéar a chur i láthair d'Aire Oideachais agus Scileanna na hÉireann, an tUasal Richard Bruton, TD, ar an 2 Mí na Nollaig, 2016. Ag obair i ngrúpaí de bheirt nó de thriúr, d'ullmhaigh na mic léinn cláir chur i láthair chun an t-ábhar a d'fhoghlaim siad sna modúil ó thús an chlár go Meán Fómhair, 2016 a léiriú.

Thug beirt mhac léinn ón gclár, Sohyun Lim Uas. ón gCóiré Theas agus Basel Alrajhi Uas. ó Chuáit cur i láthair ar a n-eispéireas. Agus í ina cónaí i mBaile Átha Cliath, d'fhreastail Sohyun ar imeachtaí a d'eagraigh Cumann na Cóiré Choláiste na Tríonóide. Shocraigh sí go gcuirfeadh sí isteach ar chéim i nGnó, Eacnamaíocht agus Eolaíocht Shóisialta. De ghnáth, ní féidir le mic léinn a dhéanann an curaclam ardscoile sa Chóiré Theas dul díreach isteach in Ollscoil in Éirinn. Nuair a rinne sí iarratas, fuair sí eolas ar Bhonnchlár Idirnáisiúnta Choláiste na Tríonóide in Institiúid Oideachais Marino.

Labhair Basel faoin eispéireas a bhí aige ina chónaí ar champas na hInstitiúide: Mhínigh sé go ndeimhnítear lóistín do mhic léinn an chláir, rud a laghdaíonn an strus a bhíonn ar mhic léinn idirnáisiúnta go minic agus iad ag lorg áit chónaithe. Dar leis, níl IOM chomh mór nó chomh scanrúil is atá Coláiste na Tríonóide cé gur coláiste gnóthach í.

4.3 TEICNEOLAÍOCHT AG CUR LE CÓRAIS AGUS FOGHLAIM NA MAC LÉINN

4.3.1 Foghlaim Sholúbtha

Tá cianfhoghlaim sholúbtha ar fáil in IOM anois. Bhí ceithre mhodúl ar fáil ar líne in 2008 agus anois tá modúl ar líne amháin ar a laghad ar gach cúrsa Máistreachta agus Diplóma fochéime agus iarchéime in IOM. Baintear úsáid as módúlachtaí ilmheán ar a lán cúrsaí. Tá ábhar ar féidir é a chur i gcrích go haisioncrónach ar fáil do mhic léinn pháirtaimseartha ar na cláir Diplóma agus Mháistreachta in IOM, rud a chiallaíonn nach mbíonn orthu é a chur ar fáil duine le duine i mBaile Átha Cliath. Tá ocht modúl is fiche ar líne á mbainistiú ag IOM faoi láthair agus beidh ábhar nua ar fáil ar líne i 2017 (mar shampla an Teastas Oideachais Edmund Rice sa Cheannaireacht Thar Theorainneacha). Tacaíonn an fhoireann uile TF leis an gcur chuige foghlama solúbtha seo tríd an Deasc Chabhrach TF.

Cuireann IOM sraith de chúrsaí samhraidh ar líne ar fáil dóibh siúd sa ghairm mhúinteoireachta, tríd an suíomh idirlín nó i gcomhar le soláthraithe tríú páirtí. Bíonn teidil na gcúrsaí ar líne an-éagsúil agus tá siad bunaithe ar riachtanais foghlama ar feadh an tsaoil. Tá freastal fíorúil maith ar na cúrsaí go dáta mar shampla, Múinteoirí & an Dlí; Oideachas Luath-Óige; Litearthacht; Matamaitic agus Measúnú Nuálach le linn mhí Iúil agus mhí Lúnasa, tréimhse den fhéilire acadúil a bhíonn ciúin de ghnáth.

4.3.2 Córas Coinneála Taifead IOM – Maestro

Is é Maestro príomhbhealach na hInstitiúide chun taifead a choinneáil ar dhul chun na mac léinn. Coinnítear taifead ann ar shonraí teagmhála na mac léinn, stádas reatha, a dtinreamh, sonraí chun tacú le mic léinn faoi mhíchumas, sonraí socrúchán oibre, agus torthaí scrúduithe. Tá an córas á fhorbairt ó 2013 agus is é Oifig an Chláraitheora a dhéanann é a bhainistiú. Cuireann Maestro réimse leathan faisnéise ar fáil don phearsanra ábhartha san institiúid ó mhic léinn, go léachtóirí, oifig an chláraitheora agus an fhoireann socrúchán scoile. Cuireann sé le heispéireas na mac léinn sa chaoi is gur féidir leo rochtain a fháil ar thorthaí scrúdaithe, scríbhinní scrúdaithe, taifid tinrimh agus socrúchán scoile san aon áit amháin agus éascaíonn an fhaisnéis le litreacha a chur chuig mic léinn ag deimhniú a stádas.



4.3.3 Moodle agus Mahara

Baintear úsáid as Moodle, timpeallacht fhíorúil, foghlama chun an t-ábhar cúrsa uile do gach ceann dár gcúrsaí fochéime, iarchéime, idirnáisiúnta, teastais agus diplóma a óstáil. Rinneadh uasghrádú ar Moodle le blianta beaga anuas chun éascú le soláthar HTML5, rud a chiallaíonn gur féidir breathnú ar ábhar ar fhóin phóca nó ar ghléas táibléid. Cuireadh Moodle in oiriúint do riachtanais IOM freisin sa chaoi is gur cuireadh feidhmeanna breise lenár dtimpeallacht foghlama fhíorúil. Mar shampla, tá bogearraí frith-bhradaíola (Turn it in) ina gcuid de gach modúl anois agus is féidir le mic léinn a chinntiú nach bhfuil aon bhradaíl ina dtascanna trína bpróifíl chuntais Moodle.

Déanann Moodle óstáil d'ábhar Ríomhphunainne na mac léinn freisin le Mahara – is féidir le gach mac léinn in IOM a n-aistear foghlama a chruthú agus doiciméadú a dhéanamh air ar feadh a dtréimhse staidéir. Chomh maith leis sin, bíonn an deis ag na mic léinn fochéime go léir Ríomhphunann ilmheán a chruthú chun a saothar a chur ar taispeáint.

CAIBIDIL 5

Comhoibriú, Idirchaidreamh & Seirbhís Den Scoth



5.1 COMHOIBRIÚ

5.1.1 Comhoibriú idir IOM & Coláiste na Tríonóide

Bhí an chomhpháirtíocht ina gné lárnach de Phlean Straitéiseach 2015–2020 a fhorbairt. Ceapadh an straitéis acadúil don todhchaí i gcomhar le Coláiste na Tríonóide agus gealladh go neartófaí an caidreamh idir IOM agus Coláiste na Tríonóide trí rannpháirtíocht agus comhoibriú níos dlúithe i gcomhghníomaíochtaí sna réimsí teagaisc agus taighde. Ar na comhthograí eiseamláire idir IOM agus an ollscoil tá:

5.1.1.1 An Scoil Oideachais, Coláiste na Tríonóide agus IOM

Léiríonn Scoil Oideachais Choláiste na Tríonóide agus IOM tiomantas láidir don chomhoibriú i gcónaí trí chomhghníomhaíocht taighde agus teagaisc. Cuireann Coláiste na Tríonóide agus IOM oideachas múinteoirí ar fáil atá bunaithe ar thaighde agus, le chéile, clúdaíonn siad na hearnálacha oideachais, rud a éascaíonn le sineirgí fiúntacha in oideachas tosaigh múinteoirí san oideachas luath-óige, sa bhunoideachas, sa mheánoideachas, sa bhreisoideachas, san ardoideachas agus san fhoghlaim ar feadh an tsaoil. Tá an cur chuige sin ag teacht le Tuairisc ón Roinn Oideachais agus Scileanna ó mhí Iúil 2012 dar teideal *Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland: Review conducted on behalf of the Department of Education and Skills*.

Tugadh cuireadh do dheich mball foirne iarratas a chur isteach chun bheith ina gcomhlaigh taighde den Scoil Oideachais. Tá siad nasctha ó shin, mar is cuí, le dhá ionad taighde i gColáiste na Tríonóide, Cultúir agus Luachanna Acadúla san Oideachas agus an tIonad Taighde ar an Teicneolaíocht Faisnéise san Oideachas (CAVE agus CRITE faoi seach mar is fearr aithne orthu sa Bhéarla), agus le grúpaí taighde na Scoile. Tá cuir i láthair ag seimineáir agus siompóisiamáí déanta acu chomh maith le rannpháirtíocht ar fhoirne taighde agus comhiarratas IOM-Choláiste na Tríonóide faoin bPlean Náisiúnta do Chothromas Rochtana ar an Ardoideachas, 2015–2019, Ciste an Chláir um Rochtain ar Ardoideachas (PATH), Snáithe 1 Cothromas Rochtana ar Oideachas Tosaigh Múinteoirí.

5.1.1.2 An Lárionad um Thaighde ar TF san Oideachas (CRITE), Coláiste na Tríonóide agus IOM

Is comhthionscnamh é an Lárionad um Thaighde ar TF san Oideachas idir an Scoil Oideachais agus an Scoil Ríomheolaíochta & Staitisticí. Is é a chlár taighde ná fiosrú a dhéanamh ar an gcaoi ar féidir teicneolaíocht a úsáid chun teagasc agus foghlaim a fheabhsú. Déantar an fiosrú seo, den chuid is mó, i gcomhthéacs an tógachais agus an tógachais shóisialta. Is gné shainiúil an Lárionaid é an sineirge dlúth idir an dá dhisciplín acadúla seo agus éascaíonn sé leis an Lárionad uirlisí agus straitéisí oideolaíochta a fhorbairt a gcuireann dearcadh teicneolaíochta agus dearcadh oideachasúil leo. Foilsíodh roinnt alt a bhaineann leis an bhfócas taighde seo in irisí piarmheasúnaithe agus i bhfoilseacháin chomhdhála.



5.1.1.3 Bonnchlár Idirnáisiúnta Choláiste na Tríonóide

Is clár bliana páirtaimseartha é Bonnchlár Idirnáisiúnta Choláiste na Tríonóide a bhfuil sé d'aidhm aige na scileanna acadúla agus foghlama is gá leo ó thaobh an Bhéarla agus ó thaobh na ndisciplíní áirithe a thabhairt d'ábhar fochéimithe chun go mbeidh siad réidh le tabhairt faoi staidéar fochéime lánaimseartha i gColáiste na Tríonóide agus in IOM. Is iad príomh-mhodúil an chlár ná Béarla chun Cuspóirí Acadúla agus Matamaitic chomh maith le modúil a bhaineann le hábhair áirithe an dá príomhshruth, Innealtóireacht & Eolaíocht agus Gnó, Eacnamaíocht & Eolaíochtaí Sóisialta. Thosaigh an chéad ghrúpa mac léinn ó deich gcúlra náisiúnta éagsúla ar an gclár i Meán Fómhair 2016 agus is iad na spriocmhargaí ná an tSín, an Nigéir, an Araib Shádach agus an Rúis.



5.1.1.4 Iontaobhas Ghlas Naíon, an Roinn Staire, Coláiste na Tríonóide agus IOM

Is comhthionscadal é an Tionscnamh Oideachais Staire a bhfuil ionadaithe ó Iontaobhas Ghlas Naíon, staraithe gairmiúla ón Roinn Staire, Coláiste na Tríonóide agus oideachasóirí múinteoirí ó IOM páirteach ann. Is é príomhfhócas na n-imeachtaí go dáta ná tacú le múinteoirí bun scoile machnamh a dhéanamh ar chomóradh 1916 agus foghlaim uaidh sin chun go ndéanfar an phleanáil is fearr agus is féidir do chomóradh Chogadh an Saoirse agus an Chogaidh Chathartha. Tar éis comhimeachta ar éirigh go maith leis i gColáiste na Tríonóide ar an 12 Eanáir 2016, forbraíodh cúrsa samhraidh don fhorbairt leanúnach ghairmiúil do mhúinteoirí bun scoile.

5.1.1.5 Comhairleoireacht, Seirbhís do Mhic Léinn um Foghlaim a Fhorbairt agus Soláthar Míchumais, Coláiste na Tríonóide agus IOM

I bhfianaise thiomantas IOM do sheirbhís ardchaighdeán a chur ar fáil do mhic léinn agus i ndiaidh tuairimí mhic léinn IOM a iarraidh, tá comhaontuithe seirbhíse forbartha ag IOM leis an tSeirbhís Comhairleoireachta do Mhic Léinn, leis an tSeirbhís do Mhic Léinn um Foghlaim a Fhorbairt agus leis na Seirbhísí Míchumais i gColáiste na Tríonóide. Déantar athbhreithniú bliantúil ar na socruithe sin, socruithe ar forbraíodh iad i gcomhthéacs an chomhoibríthe agus chun dúbláil a sheachaint ar fud na n-institiúidí ardoideachais.

5.1.2 Lárionad IOM um Oideachas Reiligiúnach

Tagann IOM agus na coláistí agus na hinstiúidí a thugann tacaíocht agus oiliúint do mhic léinn i gceannaireacht san oideachas Caitliceach in Éirinn le chéile gach bliain i Mainistir na Coille Móire le haghaidh cúrsa spioradálta Carghais. Is iad na coláistí agus na hinstiúidí a ghlacann páirt ann ná Institiúid Oideachais Marino, Coláiste Mhuire gan Smál, Coláiste Phádraig, Maigh Nuad agus foireann agus mic léinn ó Ollscoil Notre Dame (SAM). Féachann an chomhpháirtíocht seo le freastal a dhéanamh ar scoileanna Caitliceacha in Éirinn trí cheannairí a aithint agus a fhorbairt, trí thacú le saol an chreidimh i measc oideachasóirí Éireannacha agus trí chomhpháirtíochtaí a chruthú idir ceannairí oideachais ó na Stáit Aontaithe, ó Éirinn agus áiteanna eile i gcéin. Cuireann na coláistí agus na hinstiúidí réimse clár agus imeachtaí ar fáil a thacaíonn leis an aidhm seo lena n-áirítear an Comhphlé agus Dinnéar mar thaca leis an oideachas Caitliceach. Ar an leibhéal acadúil, buaileann na mic léinn ón gclár Ceannaireachta Críostaí san Oideachas ó IOM agus ó Choláiste Mhuire gan Smál le chéile gach bliain le haghaidh collóiciam chun taighde i réimse na Ceannaireachta san oideachas Críostaí a rinnt.

5.1.3 IOM agus Coláiste Ollscoile Naomh Muire, Béal Feirste

Tá an Scrúdú le hAghaidh Cáilíochta na Gaeilge (SCG) á cur ar fáil ag Institiúid Oideachais Marino ó 2005. Is forbairt shuntasach é gur féidir, ó 2017, cúrsaí do Cháilíocht na Gaeilge a chur ar fáil i dTuaisceart Éireann. Tharla sé sin toisc gur iarr Coláiste Ollscoile Naomh Muire Feirste ar Institiúid Oideachais Marino Lá Oiliúna a chur ar fáil do theagascóirí Cháilíocht na Gaeilge a bheidh in ann na cúrsaí a chur ar fáil i dTuaisceart Éireann sa toadhchá. Chuir Rannóg na Gaeilge agus Oifig an SCG in Institiúid Oideachais Marino an lá oiliúna ar fáil i

gColáiste Ollscoile Naomh Muire. D'fhreastail ceithre bhall foirne ó Choláiste Ollscoile Naomh Muire ar an lá forbartha gairmiúla agus tá siad anois in ann Cúrsaí don Scrúdú le hAghaidh Cáilíochta sa Ghaeilge a thabhairt i dTuaisceart Éireann. Mhaoinigh an Roinn Oideachas, Tuaisceart Éireann, an Comhoibriú Thuaidh Theas seo idir IOM agus Coláiste Ollscoile Naomh Muire, Béal Feirste. Is í bPoblacht na hÉireann amháin a réachtálfar na scrúduithe don Scrúdú le hAghaidh Cáilíochta sa Ghaeilge i gcónaí.



5.2 IDIRNÁISIÚNÚ

5.2.1 Teastas Oideachais Thar Theorainneacha Éamonn Rís (EREBB) sa Cheannaireacht: I dtreo oideachais a mbaineann ionchuimsitheacht agus saoirse leis

I mí na Bealtaine, 2014, tháinig ceannairí ionadaíoch Oideachais Éamonn Rís ar fud an domhain le chéile in Nairobi sa Chéinia chun gréasán idirnáisiúnta ionchuimsitheach de phobail oideachais Éamonn Rís a bhunú. Bunaithe ar thuiscintí a bailíodh ag an gcruinniú seo, féachann Oideachas Éamonn Rís Thar Theorainneacha le léargais reatha ar Fhís Éamonn Rís Beannaithe a fhorbairt sna pobail oideachais sin don domhan. Ag tacú le meon na dlúthpháirtíochta domhanda, tá fíís an EREBB, ar spreag teagasc íosa, luachanna Soiscéalacha agus spiorad Éamonn Rís, tiomanta don oideachas bunathraithe le haghaidh ceartais agus saoirse.

Is é ceann de na gníomhartha tosaíochta a aithníodh chun go gcuirfí an comhthiomantas seo i gcrích ná ceannairí a fhorbairt a bheidh in ann pobail a spreagadh chun tabhairt faoin misean domhanda seo. Gheall Institiúid Oideachais Marino go n-oibreodh sí le hIontaobhas Scoileanna Éamonn Rís i gcomhar le hionadaithe ar fud an domhain chun clár um theastas ceannaireachta ar líne fiche uair a fhorbairt. Bhí

ionadaithe ón Afraic Theas, ó Mheiriceá Thuaidh, ón Airgintín, ón Astráil, ó Shasana, ón India, ó Éirinn agus ó Thuaisceart Éireann ar an bhfoireann a d'fhorbair an cúrsa.

5.2.2 Staidéar Thar Lear – Coláiste Iona, New Rochelle, Nua - Eabhrac, SAM

Tá an clár Pas Iarthar na hEorpa agus an turas Iona ar Mhisean mar chuid den ghaol idir IOM agus an Oifig um Staidéar Thar Lear i gColáiste Iona anois, rud a chuireann le traidisiún fada chlár sheimeastar an earraigh. Caitheann mic léinn chlár Pas Iarthar na hEorpa trí thréimhse de chúig seachtaine i mBaile Átha Cliath, Barcelona agus sa Róimh agus is clár gearr dírithe ar fhoghlaim seirbhíse é an turas Misin trí Oifig Iona um Mhisean agus Mhinistreach. Le linn an mhisin leanann na mic léinn lorg Edmund Rice Beannaithe agus faigheann siad taithí ar an tseirbhís, ag obair le grúpa ionadaíoch de dhaoine faoi mhíbhuntáiste in Éirinn.

5.2.3 Eispéireas Intéirneachta Idirnáisiúnta – Ollscoil Stenden, an Ísiltír

Rinne mic léinn B. Eol. an chéad Intéirneacht Idirnáisiúnta i 2016. I ndiaidh cuairt foirne ar an Ísiltír, próisis roghnúcháin mac léinn agus clár saindeartha roimh imeacht, thaistil beirt mhac léinn go Leeuwarden san Ísiltír, áit ar oibrigh siad i scoileanna tritheangacha Freaslannacha (Ollainnis, Béarla agus Freaslainnis) agus ina ndearna siad comhoibriú le mic léinn oideachais in Ollscoil Stenden ar thionscadail taighde scoil-bhunaithe. Thug na mic léinn faoina dtionscadail taighde féin freisin agus rinne siad comparáid idir an cur chuige Éireannach agus an cur chuige Ollannach ó thaobh teagasc teanga agus ó thaobh fhorbairt ghairmiúil na múinteoirí de. Tá an t-eispéireas intéirneachta idirnáisiúnta ag teacht le Plean Straitéiseach IOM agus tá eispéiris idirnáisiúnta eile beartaithe do na mic léinn.



5.2.4 SUAS Educational Development in Institiúid Oideachais Marino

I Meán Fómhair, 2015, sheol Institiúid Oideachais Marino clár nua socrúchán thar lear do mhic léinn IOM i gcomhar le SUAS Educational Development (www.suas.ie). Is deis é an clár seo do mhic léinn obair dheonach a dhéanamh i dtír i nDeisceart an Domhain ar feadh tréimhse sé seachtaine gach samhradh. Is eagraíocht sheanbhunaithe é SUAS Educational Development a tháinig ó Choláiste na Tríonóide agus atá comhcheangailte leis i gcónaí. Tá clár oideachais á gcur ar fáil ag SUAS le roinnt blianta in áiteanna éagsúla thar lear, san Afraic agus san India den chuid is mó. Léirítear misean SUAS sa ráiteas seo a leanas óna shuíomh idirlín: “*We see education as key to social transformation and the first and most important step in changing lives*”. Tá an ráiteas agus an fhís ghinearálta seo ag teacht le roinnt de threoirphrionsabail agus de thosaíochtaí straitéiseacha IOM.

Sa chéad bhliain aige in IOM, d’earcaigh SUAS naoi mac léinn ó chlár éagsúla IOM chun bheith ina n-oibrithe deonacha ar shocrúchán in Kabwe, sa tSaimbia i rith shamhradh 2016. Tar éis an eispéiris seo ‘a d’athraigh a saol’, bhunaigh na mic léinn sin Cumann SUAS in IOM san fhómhar, 2016. Tá roinnt imeachtaí campais tionscanta ag an gcumann seo agus thug sé tacaíocht do na rannpháirtithe SUAS a earcaíodh sa choláiste le déanaí. I gcomhar le SUAS, tá na mic léinn a earcaíodh i 2016 ag déanamh obair dheonach ar chlár litearthachta agus uimhearthachta do pháistí i scoileanna DEIS áitiúla. Rachaidh ochtar eile ó IOM ar shocrúchán sa tSaimbia i samhradh 2017.

Tá buíochas ar leith le gabháil leis an mBráthair Joe O’Neill a réitigh an bealach do SUAS in IOM tríd an obair luachmhar a rinne sé ar Réalt a fhorbairt.

5.3 ACMHAINNÍ ARDCHAIGHDEÁIN & FORBAIRT

5.3.1 Institiúid Oideachais Marino, Airgeadas

Toisc gur iontaobhas príobháideach carthanais atá in IOM, tá sí freagrach as a cúrsaí airgeadais féin. Is é cuspóir an Bhoird Rialaithe go bhfeidhmeoidh an Institiúid go brabúsach ar bhonn leanúnach chun acmhainní a fháil dá forás agus dá forbairt. Tá feabhas mór ar chúrsaí airgeadais na hInstitiúide le blianta beaga anuas mar gheall ar an ioncam ón méadú leanúnach ar sholáthar clár IOM agus ar an méadú ar líon na mac léinn. Cuireann Lárionad Comhdhála IOM ioncam suntasach leis sin ar bhonn leanúnach freisin. Tá an iasacht bhainc a fuarthas in 2006 chun íoc as Halla Nagle-Rice agus clós Mhuire a thógáil aisíoctha ina hiomláine ó Dheireadh Fómhair, 2015, rud a chiallaíonn go bhfuil IOM réidh ó thaobh airgeadais de chun breis forbartha ar an gcampas a fhiosrú.



Cé gur baineadh na forbairtí seo amach gan aon chúnamh díreach ón stát, tá IOM fós ag brath ar sholáthar leanúnach airgid ón stát. Léiríodh ar ráitis airgeadais iniúchta 2016 IOM gurb ionann maoiniú na Roinne Oideachais agus Scileanna do na chlár B. Oid. agus MGO agus €5m sa bhliain sin.

Tábla 5.1 Ioncam agus Méadú ar Líon na Mac Léinn 2012-2017

	2012/13	2013/14	2014/15	2015/16	2016/17 (Tuartha)
Ioncam Iomlán (€'000s)	8,112	8,343	9,040	9,780	10,066
Líon na Mac Léinn	578	663	762	835	906



Déanann Coiste Airgeadais an Bhoird Rialaithe, maidir le ceisteanna oibriúcháin agus straitéiseacha, agus Coiste Iniúchta an Bhoird Rialaithe, maidir leis an iniúchadh seachtrach bliantúil agus an clár iniúchta inmheánaigh, maoriseacht ar bhainistíocht airgeadais IOM.

5.3.2 Foirgnimh agus Áiseanna an Champais

Táimid buíoch de Phobal na mBráithre Críostaí as campas álainn a chur ar fáil agus de bhail Phobal Sheosaimh as a ndíograis leis na blianta ó thaobh sláine na bhfoirgneamh agus na ngairdíní a chaomhnú. Is é an aidhm ná go mbainfear úsáid as na foirgnimh agus na háiseanna go héifeachtach agus go leanfar ag coinneáil dea-bhail ar na háiseanna go léir. Sampla de thionscadal suntasach le déanaí ná an comhaontú le Veolia plc lena ndearnadh infheistíocht de €800k san éifeachtúlacht fuinnimh le maoiniú deontais ón SEAI. Tionscadal eile atá ar siúl i gcónaí ná na bunfhuinneoga i bhfoirgneamh Mhuire agus i bhfoirgneamh Phádraig a chaomhnú. Tá Lárionad Marino, faoi Cheann an Chomhdhálaíthe agus na nÁiseanna, ag iarraidh spás ar an gcampas a uasmhéadú agus breis ioncaim luachmhair a ghiniúint ar féidir é a chaitheamh ar thionscadail mar sin. Tá cúrsaí amhláir ag éirí níos dúshlánaí dé réir mar a théann líon na mac léinn i méid, d'ainneoin an chuir chuige chomhoibrigh trína mbaintear úsáid as seomraí ranga agus as seomraí comhdhála ar an mbealach is éifeachtaí agus is féidir. I 2017, rinneadh spásanna do leachtaí agus do sheimineáir agus oifigí acadúla de na seomraí codlata ar urlár uachtair fhoirgneamh Mhuire chun freastal ar riachtanais IOM atá ag dul i méid.

Tá an cead pleanála do bhealach isteach nua ar Ascaill Uí Ghríofa ar marthain i gcónaí. Cuirfidh sé seo go mór le feiceálacht IOM ar Ascaill Uí Ghríofa agus éascóidh sé le breis slándála a chur ar fáil. I ndiaidh idirbheartaíochta fada casta, tá comhaontú i bprionsabal ann go gceannófar amach ár leas iarmharach léasa sa lóistín 302 leaba do mhic léinn ar an gcampas.

5.3.3 Foireann Ardchaighdeáin agus Forbairt Ghairmiúil Leanúnach

Is é ceann de chuspóirí sainráite Phlean Straitéiseach IOM 2015–2020 ná ‘Foireann acadúil den chéad scoth a earcú a bhfuil an saineolas acu ár gcuspóirí teagaisc, foghlama, ionchuisitheachta agus comhionannais chomh maith lenár bplean taighde a chur chun cinn’.

Tháinig méadú ar líon na bhfostaithe in IOM, mar a tuairiscíodh ina ráitis airgeadais iniúchta, ó 75 go 85 idir 2014 agus 2016, méadú de 13% – iad go léir i bpoist acadúla nó poist tacaíochta acadúla. Tá méadú tagtha ar an líon sin arís le linn 2016/2017.

Is é polasaí IOM maidir le forbairt foirne ná go moltar don fhoireann, idir fhoireann acadúil agus fhoireann tacaíochta, Forbairt Ghairmiúil Leanúnach a dhéanamh, toisc go gcreidtear gurb é seo an príomhrud a dheimhníonn ardchaighdeáin soláthair. Leagtar béim shuntasach le blianta beaga anuas ar líon na mball foirne a bhfuil cáilíocht dochtúireachta agus taithí iardhochtúireachta acu a mhéadú.

Tá tiomantas i ráiteas misin IOM do ‘thimpeallacht oibre ina bhfuil cóimheas, cumarsáid oscailte, cuntasacht, ceannaireacht agus comhoibriú éifeachtach’.



Timpeallacht smaointeach agus spleodrach, ina gcuirtear ionchuimsitheacht agus barr feabhais san oideachas chun cinn

Tá deiseanna gan chuimse, tacaíocht acadúil mhaith agus gníomhaíochtaí seach-churaclaim éagsúla ar fáil do mhic léinn in IOM.

