

PRESIDENT'S REPORT 2017



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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 (EREBB) network members include designing and launching a bespoke online EREBB Leadership Certificate.

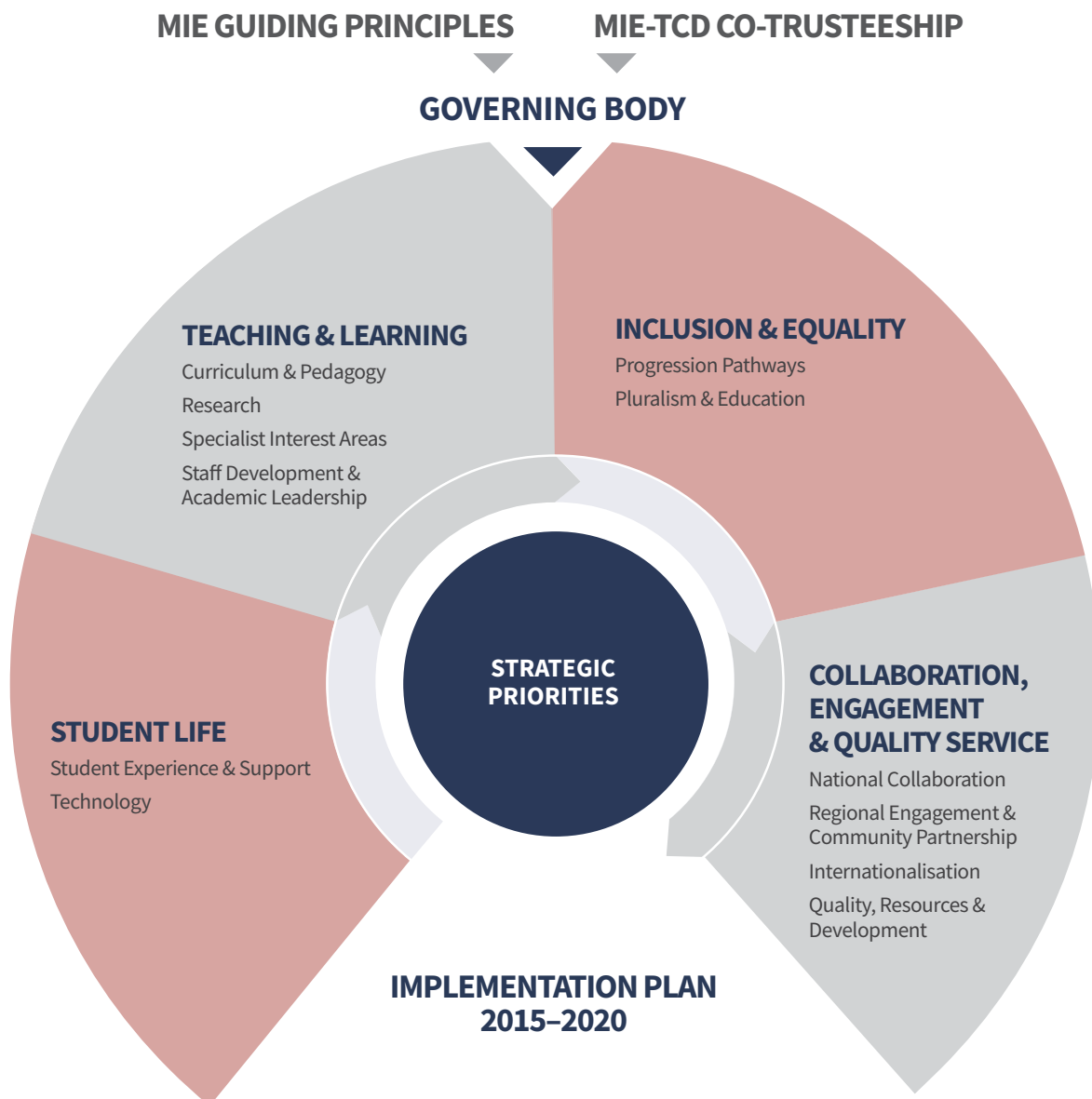
It is gratifying, given MIE's private charitable trust status that the institute continues to operate profitably to secure resources for its further growth and development.

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.

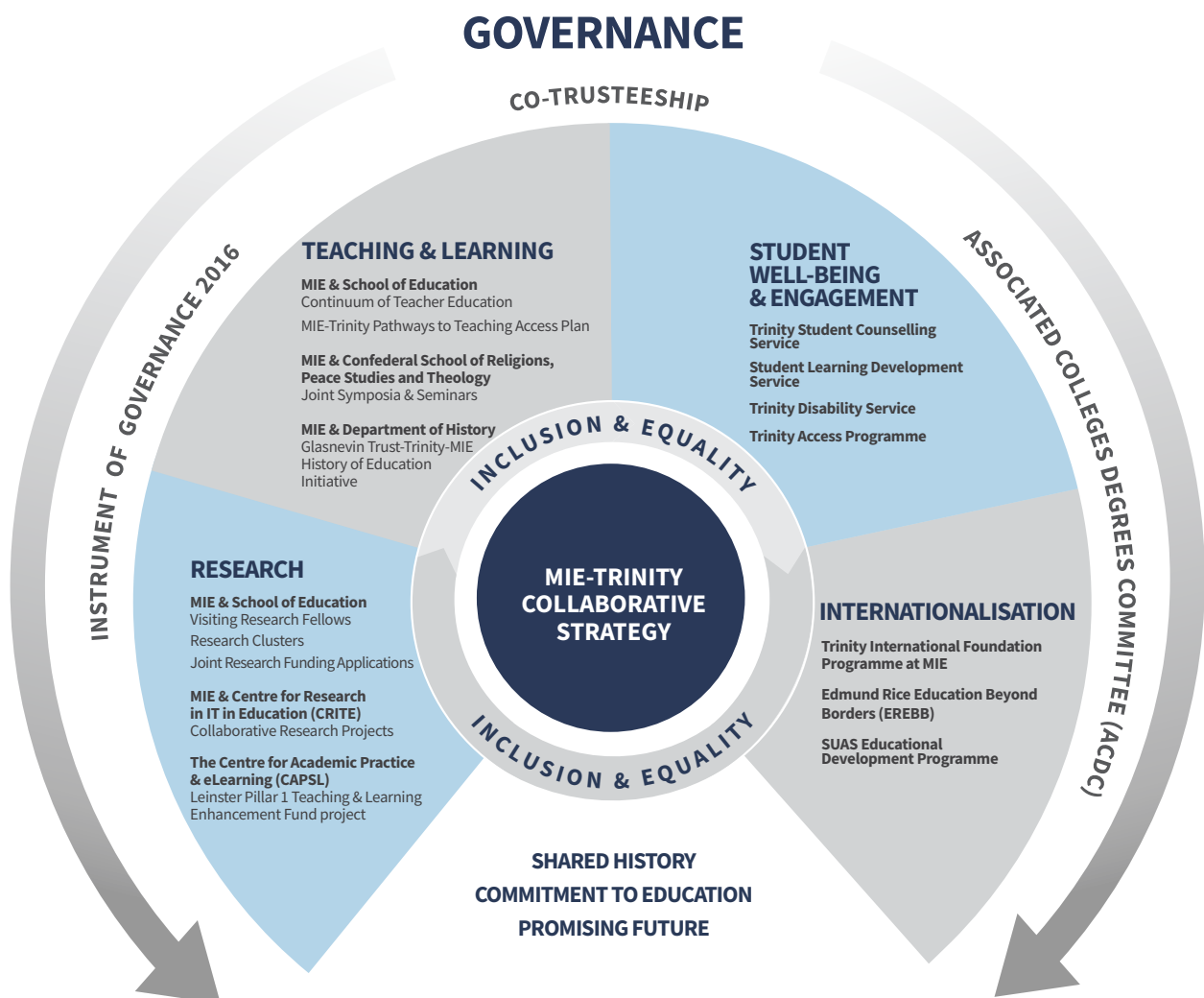
Over the past two years, in line with the MIE Strategic Plan (2015-2020), MIE has increased student numbers by almost twenty per cent.

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 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 (Rīgas 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

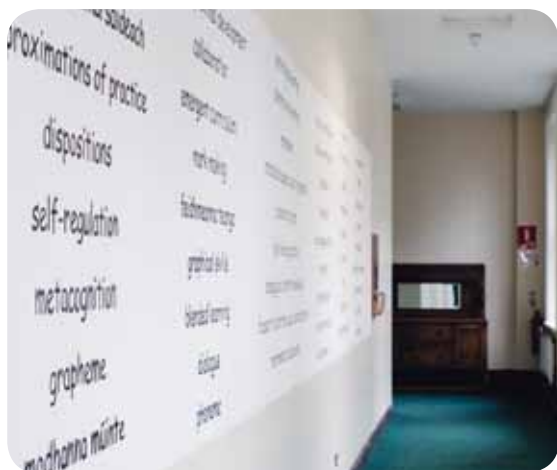
2.3.1 Young People's Reading Choices and Practices

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 bPiarsach* - 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 Ealaíne 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 Donaghhy 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



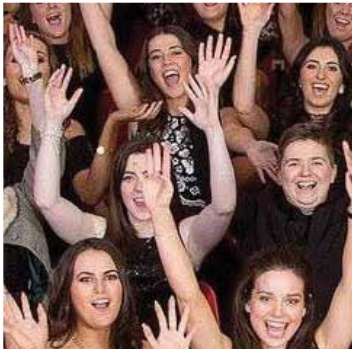
5.3.2 Campus Buildings and Facilities

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.

