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CHAIRMAN'S FOREWORD



I am very pleased to introduce the Marino Institute of Education Strategic Plan 2015–2020. I wish to express the Governing Body's gratitude to all those who contributed in its development – MIE Governing Body members, management and staff, members of the Strategic Planning Committee and the TCD-MIE Academic Strategy Working Group, and the various external stakeholders who gave generously of their time. I also wish to acknowledge, on behalf of the Governing Body, the ongoing dynamic leadership of our President, Professor Anne O'Gara.

In a challenging and rapidly-changing external environment, MIE remains committed to its mission to promote inclusion and excellence in education, underpinned by the seven Guiding Principles enunciated by our Trustees.

As envisaged in the 2009–2014 plan, MIE has grown and developed considerably in recent years. During this period, MIE has increased its student population by 84% and expanded its programme offering to embrace early years, primary, further education and education studies provision. In 2011, our longstanding relationship with Trinity College Dublin, the University of Dublin was further strengthened by the formal agreement for joint

trusteeship of MIE by the Congregation of Christian Brothers European Province and Trinity.

The Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland (2012) focused on the future of initial teacher education in Ireland, and followed on from previous reports on the landscape of higher education. It presages a period of transformation of the education sector in Ireland, to align with international best practice. MIE welcomes this development, which is entirely consistent with our aspiration, as set out in this plan, to continue to expand and strengthen our contribution to Ireland's advancement as an education provider on the world stage.

Finally, I wish to acknowledge the ongoing loyalty and dedication of the entire MIE community, and indeed the wisdom and leadership of my predecessor, Sr. Bernadette MacMahon D.C., who so ably chaired MIE's Governing Body for some 15 years. Together, they have cemented MIE's reputation for excellence which provides the ideal base for this next exciting stage in our development.

Mr. Pat Kenny
Chairman of the MIE Governing Body

PRESIDENT'S INTRODUCTION

Marino Institute of Education is thriving! Over the period of the MIE Strategic Plan 2009–2014, we have significantly increased student numbers, broadened our programme offering in teacher education and education studies at both undergraduate and postgraduate levels and strengthened our relationship with our accrediting university, Trinity College Dublin, the University of Dublin.

MIE's core mission in education has expanded from a focus on quality primary teacher education academic programmes to a broader vision of education which now includes early childhood education, further education and specialist Master's provision. An exciting, new offering for school leavers and mature students returning to education is the B. Sc in Education Studies, a course which recognises that education today is not confined to the classroom and school. This programme is concerned with the development and application of knowledge and skills related to education, that will help students succeed in occupations such as programme planning, youth services, or adult education in non-academic organisational contexts. MIE's ability to proactively embrace change and remain agile and responsive to the emerging needs of the wider education

landscape is a significant strength of our specialist higher education institution.

As an Associated College of Trinity, MIE has benefitted from a fruitful relationship with the university since the mid 1970's. MIE is committed to its role as a thought leader and policy influencer. Notwithstanding limitations due to size, we believe that in close collaboration with Trinity and other national and international partners, our focused contribution to education will be invaluable. As we look forward, the potential for greater synergies across the continuum of teacher education will continue to be explored in the context of the Dublin/Leinster Pillar 1 Cluster and the TCD-MIE-UCD-NCAD Collaborative Institute of Teacher Education.

I commend the staff of MIE for their responsiveness in embracing constant change during a time of significant financial constraints. I acknowledge too the generosity of the European Province of Christian Brothers in the spirit of Blessed Edmund Rice and inspired by the Christian vision in committing the Institute to making a difference in education.

Professor Anne O'Gara

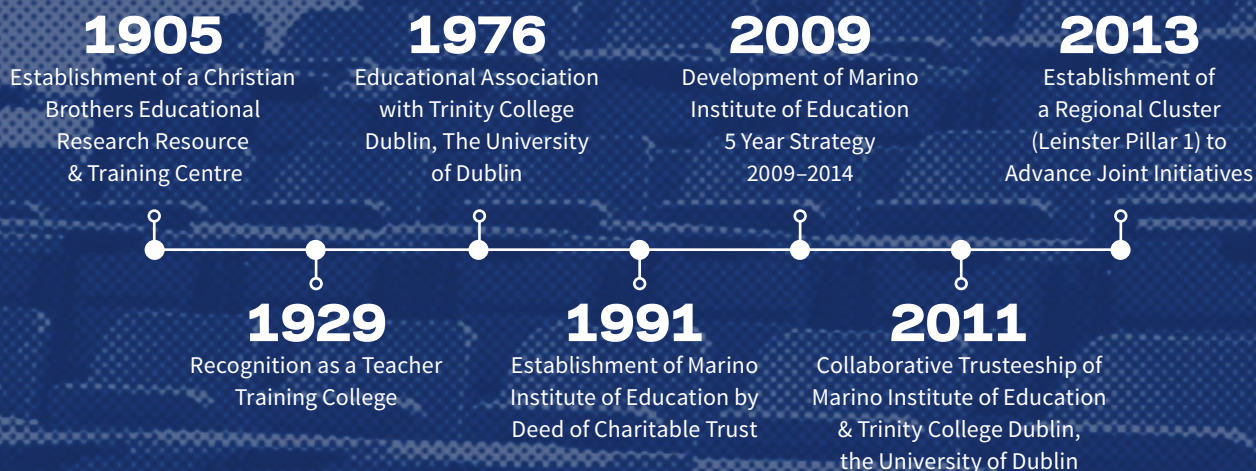
President MIE



1. BACKGROUND & CONTEXT

1.1 HISTORY & POSITIONING

Marino Institute of Education (MIE) is a teaching, learning and research community committed to promoting inclusion and excellence in education. We have a long and proud involvement with education, specifically initial teacher education (ITE), dating back over 100 years.



Our association with Trinity began in 1976, when the first intake of lay students registered for the Bachelor in Education (B.Ed.) course. In July 2011, this relationship was further strengthened with the formalisation of an agreement which places MIE under the joint trusteeship of the Congregation of Christian Brothers European Province and Trinity College Dublin, the University of Dublin.

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, to incorporate the continuum of teacher education and the education of specialist education practitioners at early years, primary and further education levels. This is allied with a commitment to education studies encompassing non-traditional education settings and the wider education environment in a pluralist context.

1.1.1 MIE STRATEGIC PLAN 2009-2014

Our Strategic Plan 2009–14 outlined actions for expanding education provision at the Institute through the development of distinct academic programmes focusing on education and related specialisms. During this period, we have successfully advanced in the following areas:

- Increased student numbers by 84%
- Diversified our offering to include programmes in Early Years Education, Further Education and Education Studies
- Improved student support services through shared service agreements with Trinity
- Expanded provision with the addition of two undergraduate and five postgraduate programmes
- Diversified the teaching model to include blended provision
- Reconfigured the initial teacher education B. Ed and H. Dip in Ed. (Primary Teaching) programmes
- Expanded programmes and activities in the Centre for Religious Education (MIE)
- Developed the Lóchrann Centre for Intercultural Education
- Invested in Information and Communication Technology (ICT)
- Enhanced student record systems and internal and external pathways of communication
- Diversified income streams, with over 40% of income generated from non-exchequer sources
- Self-funded the development of the campus to accommodate growing student numbers
- Consolidated our revenue from non-core activities with our client partners
- Deepened our relationship with Trinity
- Engaged in collaborative research partnerships, both nationally and internationally
- Developed specialist research capacity in education related areas
- Developed community partnership initiatives to alleviate disadvantage through education
- Created international partnerships focusing on research and international mobility
- Advanced a range of structured collaborations as a partner in Dublin/Leinster Pillar 1.

1.1.2 MIE-TCD RELATIONSHIP

As an Associated College of Trinity, our academic programmes are validated, quality assured and accredited by Trinity College Dublin, the University of Dublin. In addition, MIE students enjoy access to Trinity student services and supports, including counselling, learning development and disability services. Our relationship includes formal Trinity representation on our Governing Body, and MIE representation on the Trinity University Council, and is built on MIE's seven Guiding Principles, which underpin all aspects of our institutional advancement in the areas of education and inclusion.

In the recent past we have deepened the MIE-TCD relationship through the development of a joint academic strategy to promote closer and more extensive collaborations in teaching and research, including joint activities between the two institutions. Through the implementation of this joint academic strategy the strengths of Trinity will be leveraged with those of MIE, to enhance existing relationships and promote new synergies.

The academic vision for the future of the Institute will build on current strengths in the context of our relationship with Trinity, and will foster new relationships with a broader range of disciplines and Schools within Trinity. The deepening of this relationship will also be the context for our participation in regional cluster developments in the higher education landscape.

1.1.3 TCD-MIE-UCD-NCAD COLLABORATIVE INSTITUTE OF TEACHER EDUCATION

Together with Trinity College Dublin, the University of Dublin, University College Dublin (UCD) and the National College of Art and Design (NCAD), we have developed structures to build on our collective strengths in initial teacher education, continuing professional development and research and become the flagship Institute of Teacher Education.

As we look forward, we see the potential for two research-intense universities, Trinity and UCD, in collaboration with MIE and NCAD, to create critical mass in research that will shape teacher education policy and practice into the future. Our collective research agenda is being strengthened through a Research Working Group comprised of representatives of the four partners. This Group recently coordinated a highly successful Research Symposium hosted at MIE.

As a Regional Cluster, we provide quality education serving all levels of the continuum of education – early years, primary, second-level, further education, adult education and lifelong learning. A priority area for the Cluster is the development of common education programmes and continuing professional development (CPD) opportunities that will leverage our collective strengths and add real value to teacher education.

In addition, the potential for greater synergies in the coordination of school placement across primary and second level schools in the context of this relationship is being explored.





1.2 EXTERNAL CHALLENGES & OPPORTUNITIES

Education plays a critical role in economic competitiveness. The level of change experienced by the education sector since the economic downturn was unprecedented, from policy changes to funding implications for the higher education system.

The years 2011 and 2012 were a defining period in the Irish Higher Education landscape with the publication of the *National Strategy for Higher Education to 2030* (Hunt Report), followed closely by the HEA document *Towards a Future Higher Education Landscape* and specifically for initial teacher education, the *Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland* (Sahlberg Report).

For MIE, the Sahlberg Report set out measures to support progress nationally with a view to:

- **Improving quality outcomes** through instruction on pedagogy/pedagogical content knowledge
- **Facilitating greater synergies** between levels of education spanning early childhood to adult education
- **Focusing on clinical practice** through linking theory and practice
- **Integrating** students and staff from multi-disciplinary backgrounds
- **Creating critical mass for research** and its application as a basis for teaching and learning
- **Linking internationally** with teacher education institutions and advancing student and staff mobility.

The Sahlberg Report proposed reconfiguration and rationalisation in teacher education and a significant amount of consolidation is already underway across the sector. In respect of the proposed TCD-MIE-UCD-NCAD centre for teacher education, the Report recommends 'a single governance structure, with a single stream of funding'. While this presents significant challenges, MIE is committed to working with our institutional partners towards delivering the 'flagship Institute of Teacher Education' envisaged in the report.

In addition, a number of sectoral level issues requiring a collective response from educational providers were identified through our strategic planning consultation process, which can be summarised as follows:

- Improving the provision and quality of Irish-medium education
- Supporting faith-based education and diversity of provision
- Addressing literacy and numeracy issues
- Alleviating social disadvantage through education
- Improving access to education
- Extending provision of CPD and advanced qualifications
- Delivering early childhood education
- Addressing ITE research gaps through collaboration and joint initiatives
- Supporting technology-enhanced learning
- Building international connectivity for ITE.



The direct effect of the financial crisis continues to impact Irish higher education, and as a sector we remain vulnerable to reduced public funding. Our ability to deliver on the wider transformation agenda requires a stepped change in how and what we do, both individually and collectively, as this ambitious agenda must be advanced within the confines of scarce resources.

In order for the education sector to maximise its contribution to society and support national progress, a sustainable funding model is essential. As an Institute, we remain focused on quality provision, growth and development, and continue to proactively pursue opportunities to expand provision in collaboration with others, whilst retaining our specialist emphasis on providing high quality education and supporting inclusion. Prudent financial management has played an important role in our success to date, and will remain key in the future.



2. MIE MISSION, VISION & VALUES

2.1 MISSION

MIE is a teaching, learning and research community committed to promoting inclusion and excellence in education. The dignity and potential of each person are central to our life, work and service.



2.2 VISION

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

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

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

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



2.3 GUIDING PRINCIPLES

Our seven Guiding Principles underpin all aspects of our institutional advancement:

1. Be ecumenical and respectful of all faith communities
2. Provide a strong element of teacher education
3. Be supportive of the mission of Catholic education by articulating its ethos and by proposing models to implement it
4. Provide education programmes to encourage and empower the poor and disadvantaged
5. Build a community of learning which is person-centred, respectful of individual differences and accessible to people who are disadvantaged
6. Assist parents to fulfil the responsibilities of their role as educators
7. Respect all truth seekers and defend their right to pursue new knowledge wherever it may lead.

These Guiding Principles form the basis of our joint trusteeship with Trinity, and are informed by the values of Blessed Edmund Rice, particularly his vision of an inclusive and liberating education.

3. STRATEGIC DIRECTION

3.1 STRATEGIC PRIORITIES

Building on the co-trusteeship between Trinity and the European Province of the Christian Brothers, our Plan is built on four priority areas:

1

Teaching & Learning

Our commitment to excellence in pedagogical thinking and practice is core to what we do. We will build on and contribute to the body of research on teaching and learning, both nationally and internationally, which will be informed by an inter-disciplinary approach in collaboration with others. Our staff is dedicated to the personal and professional development of our ever more diverse student body, and will ensure quality outcomes, academic rigour and scholarship underpin all aspects of teaching, learning, and assessment.

2

Inclusion & Equality

Our expertise in the area of inclusion will be enriched through further research, and through the provision of education programmes that offer equality of opportunity and address challenges in relation to social disadvantage. Our programmes will assist students to develop theoretical understanding and critical awareness of key issues in inclusive education, intercultural education and religious education. We will enable students to conduct original research in the field, thereby contributing to national and international scholarship.

3

Student Life

Improving students' educational experience is central to MIE's future plans. Students are represented on key bodies in the Institute and consultation with students ensures that decisions taken are responsive to and informed by student concerns and priorities. Students' development – personal and professional – is supported through quality service provision both on campus and in partnership with relevant providers. Through its Erasmus Charter MIE will offer a range of opportunities for students to enrich their educational experience by completing part of their course outside Ireland. Together with our dedicated staff and partners, we will continue to grow our student base and broaden the profile of students attending the Institute.

4

Collaboration, Engagement & Quality Service

Our plan has been developed with partnership at its core, from engaging widely with stakeholders in the strategic planning process, to formulating an academic strategy for the future in collaboration with Trinity and deepening our TCD-MIE-UCD-NCAD relationship. We will nurture and formalise our relationships with regional, national and international partners to create innovative programmes and flagship research of global significance in the areas of education and inclusion. Through working with others, we will enhance knowledge transfer and create the conditions necessary to drive complementarity, grow awareness and affect change, supported by continuous investment in our resources and campus infrastructure.

3.1.1 STRATEGIC PRIORITY 1: TEACHING & LEARNING

We will pursue the following objectives in the area of Teaching & Learning:

Curriculum & Pedagogy

Objective 1: Advance our evidence-based approach to education and learning supported by personal growth initiatives and high quality instruction on pedagogy.

In order to achieve this objective, we will:

- Influence, in partnership with Trinity, the formation of educators through multi-campus, multi-discipline, inter-faith opportunities, which contribute to their growth and personal development
- Advance new and innovative approaches to teaching and learning through research on the interface between disciplinary knowledge, teaching methodology and pedagogical content knowledge for teaching
- Facilitate greater integration across the curriculum and support reflective practice as a learning process, for example by moderating contact hours and encouraging professional learning communities with diverse knowledge and skills
- Emphasise the practical application of learning and progress systematic clinical practice in an education setting informed by theory and practice.

Research

Objective 2: Build research capacity and become internationally regarded for our research output in selected academic fields of enquiry.

In order to achieve this objective, we will:

- Undertake research in the areas of education and inclusion that makes a tangible difference to people's lives and provides thought leadership on matters of global significance
- Harness the combined research capacity of MIE and our institutional partners to create critical mass and international connectivity in defined areas
- Create a research culture and working conditions that encourages and supports all staff to contribute to research activities and output as a basis for teaching and learning, and prepares all students to use educational research as part of their professional practice
- Influence national and international policy through collaboration on focused research that brings together key stakeholders from education and those involved in policy development.

Specialist Interest Areas

Objective 3: *Extend our specialist programme offering for education and allied studies in partnership with Trinity to grow and diversify our student base, and to provide innovative solutions to future sectoral needs.*

In order to achieve this objective, we will:

- Develop and research approaches to teaching and assessing candidates for professional practice across diverse disciplines (e.g. teaching, engineering, medicine, nursing) in MIE and Trinity to contribute to international research in professional education
- Extend our offering in Instructional Design and create learning experiences that support the acquisition of knowledge and skills in collaboration with, for example, the School of Computer Science and Statistics (TCD) and the Learnovate Centre (TCD)
- Expand the Irish-medium education programme offering and develop options within existing programmes to meet the growing need for advanced Irish cultural and linguistic scholarship and skills
- Address the development needs of educators – teachers, education practitioners, lecturers – through greater provision for advanced qualifications and continuous professional development (CPD)
- Develop policy and lead research in the area of minority language education, in association with, for example, the School of Linguistic, Speech and Communication Sciences (TCD) and the Department of Irish and Celtic Languages (TCD).

Staff Development & Academic Leadership

Objective 4: *Recognise the valuable contribution of our people and teams, without whom we would be unable to deliver our ambitious plans, and support their ongoing personal and professional development.*

In order to achieve this objective, we will:

- Build flexibility and support structures to encourage closer collaboration in teaching, learning, research and administration activities
- Ensure all MIE staff have the requisite qualifications and skills necessary to advance professionally
- Develop our engagement with schools and other educational settings and organisations, and embrace opportunities to utilise staff expertise as appropriate
- Recognise the crucial role of administration, conferencing and facilities staff, and continue to develop our people both personally and professionally to deliver our ambitious plan.



3.1.2 STRATEGIC PRIORITY 2: INCLUSION & EQUALITY

We will pursue the following objectives in the area of Inclusion & Equality:

Progression Pathways

Objective 5: Promote inclusion and equality of opportunity, and ensure our student body is broadly reflective of all strands of society.

In order to achieve this objective, we will:

- Forge relationships with Trinity through, for example, the Trinity Access Programme (TAP), Bridge 21, the Centre for Inclusion and Intellectual Disability, and the research groups 'Inclusion in Education and Society' (IES) and 'Research in School Education' (RISE) in the School of Education, Trinity
- Facilitate greater access to education through increasing our capacity in the area of transitions, and identifying opportunities for the development of bridging programmes in partnership with others
- Enhance our close relationship with DEIS schools through targeted initiatives to support inclusion and equality
- Undertake and promote research in the areas of access, social disadvantage, and inclusion within education that contributes to policy development.

Pluralism & Education

Objective 6: Develop academic programmes and a research agenda to demonstrate our commitment to those who educate in a pluralist environment.

In order to achieve this objective, we will:

- Create strategic links between the Centre for Religious Education (MIE) and the Irish School of Ecumenics (TCD), the Department of Religions and Theology (TCD) and the Loyola Institute (TCD) in the development of undergraduate and post graduate programmes, and research initiatives
- Provide thought leadership in national and international dialogue regarding the opportunities and challenges in relation to pluralism, religious education and diversity in educational settings
- Contribute to and influence policy in the field of inclusion, and in doing so raise awareness of the power of education to support both national and international advancement
- Embed inter-faith learning and promote high quality engagement between secular and religious communities through partnership.

3.1.3 STRATEGIC PRIORITY 3: STUDENT LIFE

We will pursue the following objectives in the area of Student Life:

Student Experience & Support

Objective 7: *Support students to develop as well-rounded people who have the national and international perspective, awareness, knowledge and skills to fully and continually engage with and contribute to education and wider society.*

In order to achieve this objective, we will:

- Equip students throughout the student lifecycle with the particular knowledge and skills necessary to perform their role as educators
- Broaden student-teacher perspectives and insights through experience of multi-grade, urban, rural and Irish-medium school communities under the management of a variety of school patron bodies
- Build student awareness of the wider education and community environment by encouraging students to spearhead and participate in voluntary initiatives and activities
- Ensure all students have an opportunity to fully engage in their education experience, through enhanced student services and supports with partner institutions
- Promote and facilitate opportunities for student placement, internship and mobility, through partnership with schools and services, and other national and international institutions and programmes (e.g. ERASMUS and North-South Exchange Programme).

Technology

Objective 8: *Remove educational boundaries, create opportunities and enhance connectivity through effective use of technology.*

In order to achieve this objective, we will:

- Develop innovative and flexible approaches to module delivery in partnership with Trinity, and leverage Trinity's and MIE's IT capabilities and plans in order to advance our IT strategy, platforms and solutions
- Further invest in our online offering and deliver a flexible blended model of provision to support growth in numbers, improved learner engagement and wider access to programmes, supported by additional dedicated student spaces (social & academic) and virtual learning environments (VLEs)
- Increase the effectiveness of educators, including through advanced IT capabilities and greater use of technology-enhanced learning
- Foster a culture of innovation by supporting students to learn in multiple ways through innovative programme delivery including on-line provision, tools and education resources.





3.1.4 STRATEGIC PRIORITY 4: COLLABORATION, ENGAGEMENT & QUALITY SERVICE

We will pursue the following objectives in the area of Collaboration, Engagement and Quality Service:

National Collaboration

Objective 9: Create critical mass through institutional alliances that leverage the strengths of individual institutions to enhance outcomes for education, research and innovation.

In order to achieve this objective, we will:

- Facilitate greater synergies in education policy and provision through a full spectrum offering from early childhood to adult education and lifelong learning
- Deepen the MIE-TCD relationship through closer engagement and cooperation across the joint activities identified in the areas of teaching and research
- Advance a range of structured collaborations with Dublin/Leinster Pillar 1 Cluster and coordinate efforts in the areas of academic planning and research, through leveraging the strengths of individual institutions to better serve the needs of society, both nationally and internationally
- Progress the TCD-MIE-UCD-NCAD Collaborative Institute for Teacher Education through the creation of new and innovative joint programmes and the development of flagship research collaborations in ITE.

Regional Engagement & Community Partnership

Objective 10: Grow and develop our relationships with schools and regional organisations to broaden access to education and enhance knowledge transfer.

In order to achieve this objective, we will:

- Promote knowledge exchange and co-creation through greater connectivity between MIE, teachers, education practitioners and others working in education-related occupations
- Enhance partnerships between MIE and school placement / internship sites
- Promote MIE as a local community resource and further develop shared initiatives that support the complementary roles of parents, schools and the wider community in education
- Continue to partner with organisations which serve designated areas of disadvantage, and embrace opportunities for joint initiatives with regional and voluntary bodies
- Facilitate and generate greater access to facilities for educational, sporting, client and other partners.

Internationalisation

Objective 11: *Extend the geographic boundaries of our activities through leveraging our global connections and attracting overseas students.*

In order to achieve this objective, we will:

- Broaden the international profile of our students using the resources and support of Trinity, the global Edmund Rice Network and the Congregation of Christian Brothers
- Extend our international offering by providing opportunities for international students to study at MIE, and for MIE students to study abroad
- Enhance opportunities for students who volunteer to work on partnership initiatives in the Global South
- Strengthen partnerships with international HEIs by designing and delivering bespoke programmes in education and education studies.

Quality, Resources & Development

Objective 12: *Build on the established strengths of the Institute and continue to seek innovative ways to diversify income and enhance our profile, while delivering on our distinctive mission.*

In order to achieve this objective, we will:

- Build a sustainable future by realigning our current funding model with that of the wider education sector, and continuing to increase our % funding attributable to non-exchequer sources
- Maximise campus utilisation through targeted initiatives and collaboration with key client partners to support the diversification of income sources
- Design and develop campus buildings and spaces in the context of an increasing student population and diversification of activity, while maintaining a fundamental focus on resource management
- Proactively respond to changes in the external environment, both national and international, that may impact education and teacher education provision
- Recruit excellent academic staff with the expertise necessary to advance our teaching and learning and inclusion and equality goals together with our research agenda with the support of Trinity through recruitment initiatives such as the Ussher Assistant Professorship Scheme.

The priorities outlined above are crucial to the advancement of our strategy, and underpin our approach to the implementation of our plan.

3.2 STRATEGIC IMPLEMENTATION

Our ambitious strategy is supported by an implementation plan and associated framework.

MIE's implementation plan was prepared by an implementation group, chaired by the President of the Institute and supported by a nominated Trinity representative. It sets out the actions, milestones, timelines and resources required to achieve each strategic priority.

3.2.1 IMPLEMENTATION FRAMEWORK

In recognition of the importance of achieving the priorities set out in our strategy, we have developed a framework to support us in monitoring and communicating progress.

The implementation framework sets out the following:

The MIE Governing Body will guide the strategic direction of MIE, and will provide oversight in monitoring the performance of the Institute.

The MIE-TCD Oversight Board, which is made up of the Chairman of the MIE Governing Body, the MIE President, the Trinity Provost and the Trinity Vice-Provost, will monitor implementation of the Academic Strategy, and ensure it remains aligned to the collective ambition of both higher education institutions.

MIE Management & Teams will be responsible for advancing the overall Strategy, and ensuring all actions and milestones are achieved within agreed timelines. In addition, the MIE Executive will report progress to the MIE Governing Body and all other relevant stakeholders.

Our progress and advancement will be informed by the external environment, and we will remain flexible and plan for the future to ensure we are positioned to adapt to changes as required.

We will chart our progress over the life of this plan.



MIE GUIDING PRINCIPLES

MIE-TCD CO-TRUSTEESHIP

GOVERNING BODY

TEACHING & LEARNING

- Curriculum & Pedagogy
- Research
- Specialist Interest Areas
- Staff Development & Academic Leadership

INCLUSION & EQUALITY

- Progression Pathways
- Pluralism & Education

**STRATEGIC PRIORITIES
2015-2020**

STUDENT LIFE

- Student Experience & Support
- Technology

**COLLABORATION, ENGAGEMENT
& QUALITY SERVICE**

- National Collaboration
- Regional Engagement & Community Partnership
- Internationalisation
- Quality, Resources & Development

**IMPLEMENTATION PLAN
2015-2020**

N A G L E

R I C E



APPENDICES

MIE STRATEGIC PLANNING PROCESS

In early 2014, in light of the timeline of our current Plan and the changes in the external environment, MIE recognised the need to engage in a new strategic planning process. The purpose of this process was to devise a strategy capable of responding to immediate opportunities and challenges, while seeking to plan for the sustainable development of the Institute into the future.

At the time of preparing this Plan, our Governing Body includes the following members:

- Mr. Pat Kenny (Chairperson)
- Br. Denis Gleeson
- Prof. Anne O’Gara (President)
- Prof. David Dickson
- Prof. Gerry Whyte
- Dr. Kevin Marshall
- Pat Keating
- Muireann Ní Mhóráin
- Gene Mehigan
- Dr. Patricia Slevin
- Ciarán Fogarty
- Shannan Glenholmes
- Prof. Linda Hogan
- Jim Bradley
- Prof. Vincent Wade
- Dr. Damian Murchan

A strategic planning committee was established, comprising members of the Governing Body and MIE management team:

- Prof. Anne O’Gara
- Craig Larner
- Gene Mehigan
- Dr. Patricia Slevin
- Prof. Vincent Wade
- Br Denis Gleeson
- Ciarán Fogarty

The overall process was completed over the period April 2014–April 2015, and was facilitated by an external firm of consultants.

TCD-MIE ACADEMIC STRATEGY WORKING GROUP

A working group made up of members from MIE and Trinity was established in November 2015 with the following objective:

“...to develop an Academic Strategy for Marino Institute of Education that leverages the strengths of Trinity College Dublin, the University of Dublin, with those of Marino Institute of Education”.

The responsibilities of the Working-Group included:

- Reviewing the current academic activities in MIE
- Supporting the development of the academic strategy for MIE and looking at opportunities for collaboration with Trinity, in the context of deepening the relationship. Proposing an outline strategy for closer academic (teaching and research) collaborations and joint activities between the two institutions.

The members of the MIE-Trinity Working-Group were:

- Dr Seán Delaney, MIE Registrar
- Prof. Brendan Tangney, School of Computer Science and Statistics (TCD)
- Dr Patricia Slevin, MIE Director of School Placement
- Dr Aidan Seery, School of Education (TCD)
- Clíona Hannon, Director of Trinity Access Programmes (TCD)
- Gene Mehigan, MIE Principal Lecturer
- Catherine Byrne, Senior Policy Advisor, Mediator, & Board member of ARK

The Academic Strategy was prepared over the period December 2014 – February 2015. Following its completion, both MIE and Trinity agree that this document:

- Captures the shared vision and ambition of MIE and Trinity
- Forms the basis for deepening the relationship between MIE and Trinity.

The Academic Strategy was approved by the MIE Governing Body and the TCD University Council in March 2015.

STAKEHOLDER CONSULTATION PROCESS

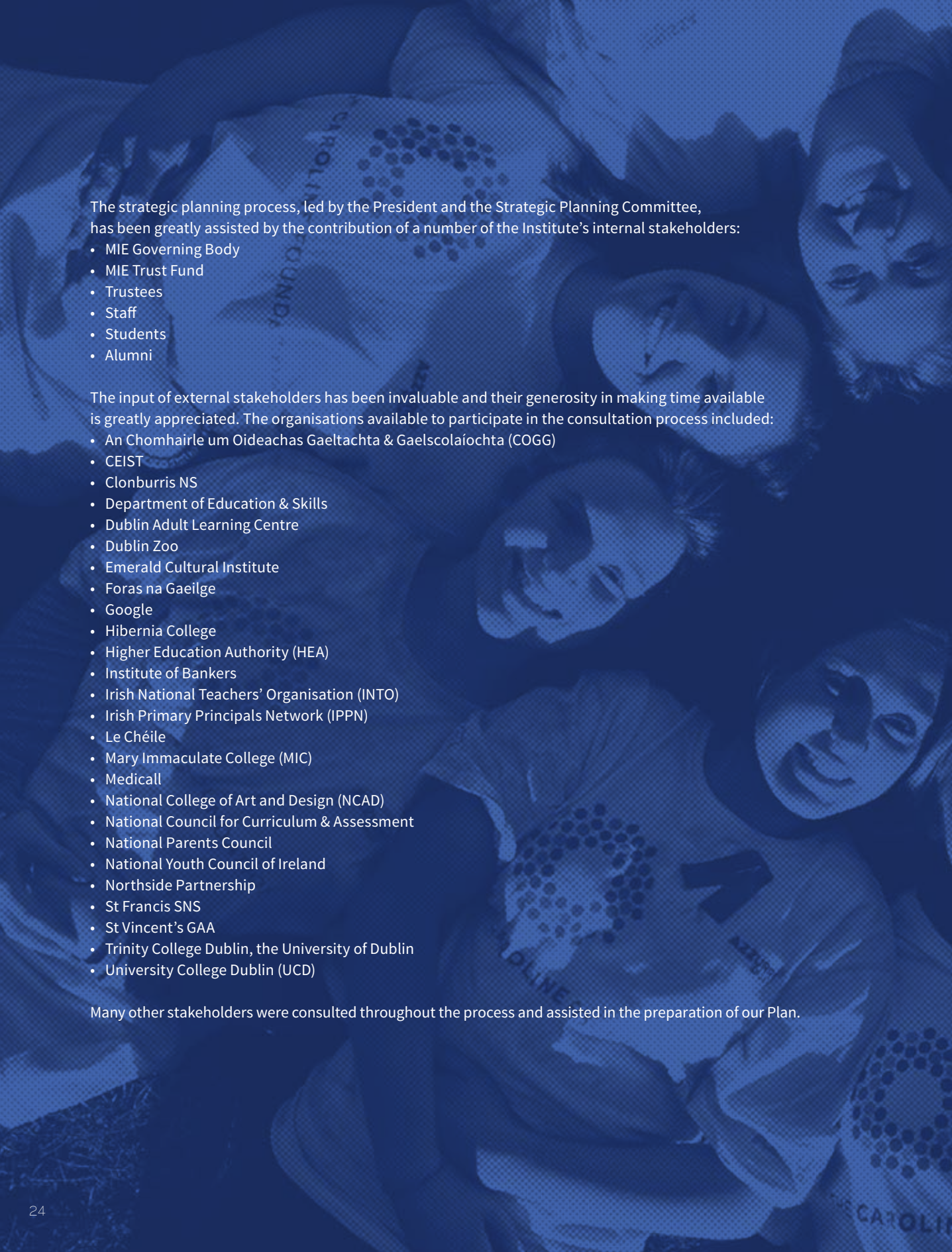
In keeping with our focus on strategic engagement, we conducted extensive consultations with a wide group of stakeholders. In considering our internal environment, the following represent some of the qualities highlighted during our consultation process:

- Ethos, characteristic spirit and supportive campus environment
- Student-centred approach
- Commitment to the Catholic intellectual tradition in a plural context
- Support for faith based education within a pluralist society
- Focus on social justice, and commitment to alleviating disadvantage
- Quality graduates; practical professional skills
- Highly motivated and committed staff
- Teaching and learning approach – pedagogy and systematic engagement with schools
- Connectivity with schools and the wider school community
- Commitment to curriculum leadership grounded in the practice of teaching
- Reputation for the centrality of Irish language and culture within our programmes
- Research and scholarships in IT, literacy and numeracy
- Commitment to widening access to include a diverse student population
- Customer service and campus environs
- Diversified funding base.

While many positive qualities were highlighted during our in-depth consultation stage, a number of areas were suggested for development, including:

- Providing for the full spectrum of teacher education
- Furthering our role as policy influencer and thought leader
- Increasing cross-disciplinary opportunities
- Increasing the diversification of our student base
- Creating critical mass for research to develop research capacity and build research profile
- Increasing the online 'blended' offering
- Extending provision of CPD and advanced qualifications
- Enhancing utilisation and flexibility of campus spaces
- Continuing to develop the quality and range of support services for our students
- Furthering international links and developing international exchange initiatives
- Enhancing visibility of MIE regionally, nationally and internationally

All of the feedback captured as part of the stakeholder consultation process was considered and analysed by the Strategic Planning Committee; areas deemed to be of greatest significance to the strategic development of MIE and that were consistent with the Guiding Principles of the Institute have been reflected in our Plan.



The strategic planning process, led by the President and the Strategic Planning Committee, has been greatly assisted by the contribution of a number of the Institute's internal stakeholders:

- MIE Governing Body
- MIE Trust Fund
- Trustees
- Staff
- Students
- Alumni

The input of external stakeholders has been invaluable and their generosity in making time available is greatly appreciated. The organisations available to participate in the consultation process included:

- An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta (COGG)
- CEIST
- Clonburris NS
- Department of Education & Skills
- Dublin Adult Learning Centre
- Dublin Zoo
- Emerald Cultural Institute
- Foras na Gaeilge
- Google
- Hibernia College
- Higher Education Authority (HEA)
- Institute of Bankers
- Irish National Teachers' Organisation (INTO)
- Irish Primary Principals Network (IPPN)
- Le Chéile
- Mary Immaculate College (MIC)
- Medcall
- National College of Art and Design (NCAD)
- National Council for Curriculum & Assessment
- National Parents Council
- National Youth Council of Ireland
- Northside Partnership
- St Francis SNS
- St Vincent's GAA
- Trinity College Dublin, the University of Dublin
- University College Dublin (UCD)

Many other stakeholders were consulted throughout the process and assisted in the preparation of our Plan.

ACRONYMS

Below is a list of acronyms used throughout this document.

AFL	Assessment for Learning
B.Ed	Bachelor of Education
CPD	Continuous Professional Development
DEIS	Delivering Equality of Opportunity in Schools
ERASMUS	European Community Action Scheme for the Mobility of University Students
EU	European Union
FE	Further Education
HE	Higher Education
HEA	Higher Education Authority
HEI	Higher Education Institution
IADT	Institute of Art, Design & Technology, Dun Laoghaire
ICT	Information & Communication Technology
ITE	Initial Teacher Education
MIE	Marino Institute of Education
NCAD	National College of Art and Design
NFQ	National Framework of Qualifications
T&L	Teaching and Learning
TCD	Trinity College Dublin, the University of Dublin
UCD	University College Dublin
VFM	Value for Money
VLE	Virtual Learning Environment

