

MIE PRESIDENT'S ANNUAL REPORT 2018 – 2019





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MESSAGE FROM THE CHAIRPERSON

I am pleased to introduce Marino Institute of Education's Annual Report 2018-2019. The report captures the range of MIE's activity under the headings of *Teaching & Learning; Inclusion & Equality; Research & Development; Student Life; Campus Life; Community, Engagement & Collaboration; and Organisation & Governance*. Each conveys the excellence and dynamism of the Institute's activity and provides a snap-shot of the important work of staff and students and of our many partners. It shows the Institute to be a thriving and progressive community of educators and learners.

The Institute's staff and students are to be commended for continuing to ensure that MIE remains relevant and responsive in what is a demanding educational landscape. Indeed, for every headline success included in this Report, such as the launch of the Baitsiléir san Oideachas Trí Mheán na Gaeilge, the increase in student numbers, or the securing of the Teaching Council Droichead tender, there are other less heralded initiatives and events that in their own ways, contribute to the vibrancy of the Institute. The collaboration of staff and students to fundraise for the Seán Cox Trust, the wonderful community-based *Story Time Project* – now working with its eighteenth cohort, the return to campus of the 'Wilson Grads', and other initiatives that are smaller in scale, play a key role in building up and maintaining the ethos of the Institute.

I congratulate Dr. Teresa O'Doherty on returning such a diverse and positive annual report in her first year in her role as President of MIE. In addition to overseeing all of this activity, the President has also led and implemented significant structural change within the Institute. The progress achieved to date in relation to this organisational restructuring is impressive and will undoubtedly position MIE for future success. On behalf of the Governing Body, I thank all staff for their willingness to engage in this process and for their ongoing work to promote inclusion and excellence in education, underpinned by the Institute's seven Guiding Principles.

Finally, I would like to acknowledge the contribution of Prof. Anne O'Gara who retired in May 2018 after leading the Institute for 12 years. I would also like to thank my predecessor, Mr. Pat Kenny, for his many years of stewardship of the MIE Governing Body.

PROF. LINDA HOGAN
CHAIRPERSON, MIE GOVERNING BODY



PRESIDENT'S INTRODUCTION

The year 2018-2019 has been an enormously positive year for Marino Institute of Education - a year of change, growth and success, with the Institute increasing its student and staff numbers as well as broadening its postgraduate programme offering. Demand for places on the Institute's undergraduate programmes also increased. In a changing and demanding policy and regulatory environment, the Institute continued to hold itself to the highest standards in every facet of its work.

The setting of these standards ensures that as a teaching, learning and research community, we continue to provide the most enriching, supportive, inclusive and liberating student experience across all of our programmes, inspired by the values of Blessed Edmund Rice.

At MIE we place the learner at the centre of our decision-making process, ensuring that the dignity and potential of each person is central to our life, work, and service. The quality of the student experience offered by the Institute is reflected in the 13% growth in student numbers in 2018, with the increasing demand for places resulting in a rise in the minimum CAO points requirements for the Bachelor in Education and Bachelor in Science (Education Studies) programmes.

The Baitsil ir san Oideachas Tr  Mhe n na Gaeilge was officially launched in September 2018, with a first expected intake scheduled for 2019-2020. Preparation for the commencement of this programme continued throughout the year. The Institute will offer approx. 30 places on the programme in September 2019, and given the high level of interest in and applications for places on the programme, we are looking forward to welcoming this new cohort of vibrant and ambitious students in September.

As we move towards the latter stages of the period covered by MIE's Strategic Plan 2015-2020, it is heartening to reflect on the progress that has been made and continues to be made in achieving the objectives outlined in that document. Indeed, 2018-2019 saw much preparatory work undertaken to inform the Institute's next strategic plan. The Institute also was involved in intensive planning in advance of the first Institutional Effectiveness and Quality Review as a linked provider of Trinity. The first periodic Programme Review of the Bachelor in Science (Education Studies) was also successfully completed. The Institute continues to operate profitably and to engage in planning for long term growth and development.

This reporting period saw the Institute undergo a significant organisational structural review. The recommendations arising from this review will result in changes to the Institute's management structure and departmental structure for 2019-2020. Managing this level and pace of change while ensuring the Institute remains committed to its mission to promote inclusion and excellence in education has been a key priority, and has been successfully achieved thanks to the support of the Governing Body, particularly its Chairperson, Prof. Linda Hogan. In the main, however, it has been successful due to the engagement and support of the Institute's staff, whose members are the true custodians of the flame that illuminates the 'Marino Way', the flame that guides us as we seek to inspire and embolden others through the stoking of fiery ambition or the gentle filling of pails.

In this my first Annual Report as President of Marino Institute of Education, I wish to express my gratitude to my predecessor, Prof. Anne O'Gara, and to all members of the MIE community, past and present. Our successes are shared together.

DR. TERESA O'DOHERTY
PRESIDENT, MIE



MISSION AND VALUES OF MIE

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

The Mission of Marino Institute of Education states:

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

Our long-term vision for MIE is that:

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

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

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

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

Organisation & Governance

Marino Institute of Education was established as a Charitable Trust by Deed dated October 1991. It is registered with the Charities Regulatory Authority (no.20054786) and is recognised by the Revenue Commissioners as having charitable status (CHY 15693). The Trustees of the Institute are two nominees of the European Province Leadership Team of the Christian Brothers and two nominees of the Board of Trinity College Dublin. MIE's Governing Body operates under an Instrument of Governance, which was most recently revised in June 2016. The Governing Body is charged with governing and controlling all the affairs of the Institute in accordance with the intention of the Trustees, expressed in the seven Guiding Principles:

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

SNAPSHOTS OF A YEAR IN MIE



MAY 2018
 Prof. Pasi Sahlberg visits MIE
 Prof. Anne O'Gara retires as President of MIE
 Dr. Teresa O'Doherty is appointed as President of MIE



SEPTEMBER 2018
 The Baitsiléir san Oideachas Trí Mheán na Gaeilge is officially launched by the Minister for Education, Richard Bruton T.D.
 Br. Joe O'Neill steps down as editor of Marino Matters after 21 years and over 220 editions
 MIE hosts the second *ePortfolio Ireland Unconference: Unravelling eportfolios – unconference & unarticle*



JULY 2018
 MIE's week-long Summer Course Programme features over 14 face-to-face courses

2018



JUNE 2018
 The Creative Arts Summer School visits MIE for the first time



NOVEMBER 2018
 MIE's ladies football team wins the Gourmet Food Parlour Ladies Gaelic Football HEC Division 5 League Final
 MIE's Open Day is attended by over 600 visitors
 MIE hosts the SciFest National Finals
 MIE hosts the Literacy Association of Ireland Annual Conference
Minority Language Pupils and the Curriculum: Closing the Achievement Gap edited by Dr. Barbara O'Toole and Dr. Barbara Skinner launches at the LAI National Conference
 David Stanton T.D., Minister of State for Equality, Immigration and Integration launches the Migrant Teacher Project Bridging Programme for Immigrant Internationally Educated Teachers



AUGUST 2018
 Br. Al Naughton celebrates his 70th Jubilee as a Christian Brother
 Dr Marie Whelton delivers the First Reading at the Papal Mass in the Phoenix Park



OCTOBER 2018
 'Wilson Grads' from 1978 hold a 40th reunion on campus
 Simon Harris T.D., Minister for Health and Dr. Teresa O'Doherty launch *Listen to the Sky/Éist leis an Spéir*, by Elaine Harris, illustrated by Emily Veale and translated by Claire Dunne and Chris McDowell
 As part of the INTO150 celebrations, MIE hosts a debate on the theme of 'The Irish language and the National School Teacher'
 Dr. Teresa O'Doherty launches *Just Connections, Just Trade: A Teaching Resource about Africa*

2018 – 2019



DECEMBER 2018

MIE students gather with their families and friends to celebrate their graduation
 MIE's 1916 Bursary recipients are announced
 The Dublin Learning City initiative launches



MARCH 2019

MIE Students' Union hosts a Marino Strictly Come Dancing event to raise funds for the Seán Cox Fund
 MIE hosts a series of events for Seachtain na Gaeilge
 The MIE-coordinated Empowering Inclusive Teachers for Today and Tomorrow project officially ends



MAY 2019

MIE hosts an event to celebrate the Institute's international and study abroad programmes

2019



JANUARY 2019

Students from the Postgraduate Diploma in Education (Further Education) graduate
 The Storytime project hosts its 18th graduation ceremony
 Forty Immigrant Internationally Educated Teachers attend the first day of the Migrant Teacher Project Bridging Programme



APRIL 2019

Students from the BSc. ECE present their research at the Early Childhood Ireland Conference
 The inaugural week-long Dublin Learning City Festival is held
 MIE staff members attend the American Educational Research Association Annual Meeting in Toronto



FEBRUARY 2019

MIE's senior football team win the Corn na MacLéinn Shield
 As part of the DICE project, Tomi Reichantal, a holocaust survivor, delivers a talk on his experiences of Bergen-Belsen concentration camp during the Second World War



JUNE 2019

Miriam Lambe retires as MIE Head Librarian after 25 years



01

TEACHING & LEARNING

1.1 THE MARINO COMMUNITY



Marino Institute of Education nurtures and fosters a warm and inclusive community of scholars, both students and academic staff, and administrative/professional services staff. This level of community is at the heart of what makes Marino distinctive and attracts students from all socio-economic backgrounds and experiences.

In total there were 1,041 registered undergraduate and postgraduate students in 2018-19, reflecting an increase in student numbers of 13% on the figure registered in 2017-18. Of these approx. 93% came from 28 counties across the island of Ireland, while the remaining 7% came from non-EU countries. In 2018-19, 83% of the student population was female and 17% was male, while 77% of all students were registered on undergraduate programmes, while 23% were on postgraduate programmes.

MIE reserves 15% of places on undergraduate courses for HEAR (Higher Education Access Route), DARE (Disability Access Route to Education) and mature students. In 2018/2019, 11 students entered via HEAR and 10 students entered through DARE. However, reflective of the increasing numbers of students from lower socio-economic backgrounds in higher education, 34% of all students entering MIE through the CAO process were in receipt of SUSI grants.

The Institute is committed to increasing access to its programme provision and, as part of the Leinster Pillar 1 Cluster, is fully engaged with the HEA's Programme for Access to Higher Education (PATH). MIE is a partner in the following PATH initiatives: the I Can Teach project, which is coordinated by Trinity College Dublin under the PATH 1 strand; the 1916 Bursary Programme under the PATH 2 strand, which is coordinated by UCD; and the Bridges to Education project, which is coordinated by UCD under the PATH 3 Strand.

1.2 ADMISSIONS TO MIE



Almost 3,300 students applied through the CAO in 2018 for admission to MIE programmes. The increase in demand was reflected in an increase in the minimum CAO points requirements for places on courses for 2018/2019. The most notable increase in points was for MIE's Bachelor in

Education Primary Teaching degree, which rose from 451 to 462, while the points requirement for MIE's Bachelor in Science (Education Studies) degree also increased, rising from 315 to 326 points.

1.3 THE CURRICULUM – ESTABLISHED AND NEW COURSES



MIE offered the following established courses in 2018-19:

- Bachelor in Education
- Bachelor in Science in Education Studies
- Bachelor in Science in Early Childhood Education
- Certificate in Spirituality and Human Development
- Professional Diploma in Education (Further Education)
- Professional Master of Education (Primary Teaching)
- Master in Education Studies (Early Childhood Education)
- Master in Education Studies (Leadership in Christian Education)

The following programmes were offered for the first time in 2018:

- Master in Education Studies (Intercultural Learning and Leadership)
- Master in Education Studies (Inquiry-Based Learning)
- Master in Education Studies (Visual Arts)

1.3.1 Programme in Development: Bachelor of Education through the Medium of Irish (Baitsiléir san Oideachas Trí Mheán na Gaeilge)

MIE is the first provider in the history of the state to offer an undergraduate Bachelor of Education (primary teaching) completely through the medium of Irish. Following the award of the DES tender to MIE to offer this new Bachelor of Education through the Medium of Irish (Baitsiléir san Oideachas Trí Mheán na Gaeilge) in February 2018, MIE has engaged in a sustained project to develop the programme, associated materials and resources, and to market the programme to potential candidates. Teaching Council accreditation for the programme was secured in July 2018 and Mr. Richard Bruton, TD, Minister for Education, launched the programme in September, noting it as a significant milestone in Irish education. MIE has worked

collaboratively with the Department's Programme Monitoring Committee throughout the academic year. MIE's Marketing Officer visited 71 schools across the country including all the Gaelacht Secondary Schools. Media presence has been a key factor in the marketing campaign and Marino Institute of Education's Instagram page, launched in September 2018, is run through the medium of Irish. The Baitsiléir san Oideachas Trí Mheán na Gaeilge also launched its own Twitter page and the Marketing Officer has promoted the programme on Raidió na Gaeltachta, Raidió na Life, Raidió Fáilte and on RTE Radio 1, as well as contributing interviews to TG4 news. The first students will register on this programme at MIE in September 2019.

Baitsiléir san Oideachas Trí Mheán na Gaeilge



1.4 TRINITY INTERNATIONAL FOUNDATION PROGRAMME



An important aspect of MIE's provision is the Trinity International Foundation Programme, which is a one-year pre-undergraduate programme, aimed at equipping international students with the appropriate English language and discipline-specific academic and learning skills to prepare them to undertake full-time undergraduate studies at Trinity College Dublin and Marino Institute of Education. The programme consists of core modules of English for Academic Purposes and Mathematics as well as subject specific modules in the two main streams namely Engineering & Science and Business and Economics and

Social Sciences. In the academic year 2018/19, 76 students were registered on the programme. Sixteen nationalities were represented in the student body with China (31 students) and Kuwait (27 students) making up a large proportion of the student body. Other countries include Turkey (5 students), Russia & Ukraine (3 students), Serbia, Tanzania, Hong Kong, Egypt and a number of Gulf countries. The majority of students seek to progress to health science and technology related courses in Trinity College with approximately one third opting for business and social science undergraduate programmes.

1.5 QUALITY



As an Associated College of Trinity, MIE has an abiding commitment to quality, and the Institute strives for continuous improvement through honest, transparent and critical reflection of all activities undertaken in the pursuit of our mission. MIE gladly embraces the opportunity to demonstrate that all procedures are fit-for-purpose and compliant with legislation, regulation and good practice.

The MIE Academic Council has a key role in overseeing quality assurance and enhancement, in monitoring the discharge of quality assurance responsibilities and in reviewing and reflecting on the outcomes and processes of quality assurance. Reports on Academic Council meetings are included on the agenda for the subsequent Governing Body meeting.

The MIE Associated College Degrees Committee (MIE ACDC) is a joint committee comprising members of both Trinity and MIE, chaired by the Trinity Registrar. This committee links MIE quality assurance processes and those of the university. The University Council approves quality assurance procedures. The MIE ACDC oversees the new programme approval process and annual programme reviews, nominates external examiners for appointment and oversees action plans emanating from those reports and of changes to programme regulations.

The goal of these structures is to protect the integrity of academic processes and standards in the institute and to ensure that decisions about personnel and other resources are made to reflect the interests of the education of every student.

As part of our quality assurance processes in 2018-19 an external review of the B.Sc. in Education Studies programme was undertaken. The programme is now in its eighth year and has 121 registered students. In line with the MIE Programme Review Procedures the review contained three main elements: the compilation of a Self-Assessment Report (SAR); a three-day site-visit by the external review panel, including focus groups with students, staff, employers, graduates and placement providers as well as showcases of student work; and the development of an implementation plan based on the findings of the review. The members of the external review panel were: Prof. Linda Clarke, Research Director (Education) University of Ulster, Coleraine Campus; Dr. Estela Costa, Deputy Head, Institute of Education, University of Lisbon; and Dr. Patrick Meehan, Senior Lecturer, Canterbury Christchurch University. The reports arising from this review provides important feedback on the academic programme and contribute to the further development of the degree.

1.6. TEACHING & LEARNING ACTIVITIES



1.6.1 STUDENT MOBILITY

Outgoing and Incoming Erasmus+ funded Study Abroad Programmes

Student mobility is in a nascent phase of development at MIE, but important relationship-building activities are being developed with a view to increasing the opportunities for internationalisation on all programmes. Five MIE students engaged in study abroad programmes this year, with three spending a semester in NHL Stenden in the Netherlands and two students spending a semester in Canterbury Christchurch University in the UK. MIE hosted the Institute's first incoming Erasmus+ student in 2018/9 from the Universitat Autònoma de Barcelona (UAB). This is expected to grow to eight incoming students in 2019/20 from UAB, IPS Setubal, Portugal, the Universidad Europea del Atlántico (UNEATLANTICO), Santander, Spain, and Canterbury Christchurch University, UK.

The Bridgewater State University International Student-Teaching Programme

MIE has a long-standing relationship with Bridgewater State University (BSU) through its International Student-Teaching Programme. The BSU International Student-Teaching Programme provides undergraduate and graduate education students with an opportunity to take eight of their required student-teaching placements in schools overseas. Ireland, through MIE, has long been a destination as part of this programme. In 2018/19, MIE hosted five BSU students, three in the autumn term and two in the spring term.

The North-South Student Teacher Exchange Project

MIE is a participant in the annual North South Student Teacher Exchange Project funded by SCoTENS and managed by the Centre for Cross Border Studies (CCBS). As part of the 2018/19 project, two MIE B.Ed. 3 students undertook a three-week placement in primary schools in Belfast. The project aims to overcome barriers, reduce prejudice and lead to increasing co-operation.

Short Study Visits

MIE hosted four short study visits from our international partners. Two groups each of 30 students from NHL Stenden in the Netherlands spent one week on a cultural and educational programme at MIE, one group arriving in February while a second group arrived in June. In addition, students from Canterbury Christchurch University in England were hosted in March and three students from Karel de Grote University, Antwerp, Belgium were hosted in April. Through partnership with collaborating primary and second level schools, these students were offered opportunities to teach/observe in Irish schools as part of their programmes.

1.6.2 STAFF MOBILITY

MIE continues to engage with the Erasmus+ Staff Mobility programme to provide opportunities for staff to undertake training or teaching abroad.

- Dr. Michael Flannery visited Canterbury Christchurch University (CCU) in September 2018 to observe how CCU lecturers teach visual arts for the contemporary primary classroom contexts and how they assess student teachers' foundation pedagogical content knowledge for teaching visual arts. He also explored how CCU addressed opportunities and challenges pertaining to inclusion, integration and use of ICT in visual arts within their ITE programmes.
- Dr. Claire Dunne visited Bangor University in April 2019 to observe how the university runs its long-standing Welsh-medium B.Ed. This mobility visit helped to establish links with other minority language advocates and additionally helped to identify elements of the Welsh-medium B.Ed. model that could be adapted for the Irish context.

1.6.3 INNOVATION IN TEACHING AND LEARNING

Online Courses

Online course delivery continues apace in MIE and new online modules were created using ADDIE (Analysis, Design, Development, Implementation and Evaluation) instructional design principles with course lecturers. These included two new psychology modules, new FE diploma content, three GDPR training sessions, links to a new Tusla space for all staff, online Migrant Teacher Project content, continued rollout of two EREBB online courses, and new Maths content.

Further, MIE hosted five online summer courses in-house, with over 300 participants during July 2019. Teacher participants could self-register and once they had completed all the required steps in their online summer course, they were awarded a certificate of completion that was generated automatically, based on a criteria release model. This 'automation' ensured teacher participants have an improved online experience and can print their own certificates in time for their return to school in September. The IT Department was also involved in creating new face-to-face content for the creative technologies content on the Masters in Inquiry-Based Learning, which was delivered over three weekends in February 2019.

Online International Learning (OIL) Project

Marino Institute of Education and Canterbury Christchurch University collaborated in the development of an online international learning project. This involved Year One B.Sc. in Education Studies students from Marino and first year students in Canterbury working together in an online space on topics relating to both programmes. Both groups of students participated in an online webinar in March 2019 and then posters were uploaded to a shared portal on the theme of diversity and inclusion.

Are We Ready? Making the Shift from Delivering Content to Being Facilitators of Learning

The *Are We Ready? Making the Shift from Delivering Content to Being Facilitators of Learning* seminar, funded by the National Forum for the Enhancement of Teaching and Learning as part of the National Seminar Series, was held in Marino in January 2019. The seminar, through open-forum 'gasta'/'unconference' style sharing sessions, reflective sessions and targeted CPD workshops, afforded participants the opportunity to appraise the reality of the learning contexts for students as they move from post-primary to third level; to reflect on their role as HEI lecturers in making the shift from imparting content through lecture delivery to being facilitators of learning in a student-centred dynamic learning environment; to contribute to a forum for the sharing of good practice by third level expert practitioners; to engage with innovative technological tools that can be used in class to facilitate student engagement and to plan for the student at the centre of the learning process and themselves as the facilitator of this learning process. The seminar attracted participants from across the HEI sector and led by Dr. Julie Uí Choistealbha and Dr. Aiveen Mullally.

Unravelling ePortfolio Unconference

The Unravelling ePortfolio Unconference was held in Marino on Friday September 7th 2018. The event was organised by the ePortfolio Ireland Steering Committee (Dr. Julie Uí Choistealbha; MIE, Dr. Orna Farrell; DCU, Karen Buckley; DCU, Lisa Donaldson; DCU) and funded by the National Forum for the Enhancement of Teaching and Learning as part of the National Seminar Series and sponsored by the National Institute of Digital Learning, Marino Institute of Education, Enovation and Pebblepad. The event used a flexible, participant-led unconference approach to support and develop ePortfolio competencies through dynamic presentations. The day also included the collaborative writing of a series of 'unarticles', presentations by students, and the launch of the ePortfolio Assessment ebook.

Are We Ready? Seminar





02 INCLUSION & EQUALITY

A commitment to inclusion, equality and diversity is core to the work of Marino Institute of Education. The Institute leads two important national projects which seek to diversify the population of teachers within the state (Migrant Teacher Project & Tobar).

2.1 MIGRANT TEACHER PROJECT



The Migrant Teacher Project seeks to increase the participation of migrant teachers in the Irish primary and post-primary education sectors. The project is funded by the Department of Justice and Equality through National Integration Funding. The Migrant Teacher Project team welcomed David Stanton T.D., Minister of State for Equality, Immigration and Integration, to the Institute on 14 November to launch the project's Bridging Programme for Immigrant Internationally Educated Teachers (IIEETs). The Bridging Programme supports teachers from immigrant backgrounds who

hold international teaching qualifications, and who are now living in Ireland, to learn about Irish education, curriculum and structures, with a view to supporting them to gain employment in schools in Ireland. This part-time programme initially ran from January-May 2019 and 34 teachers from 17 countries graduated from the programme on 4 July 2019. Recognising the significance of the programme, the Minister for Education and Skills, Joe McHugh TD presented the teachers with their Certificates of achievement.

2.2 TOBAR



The Tobar project is funded under the HEA's Programme for Access to Higher Education Programme (PATH) and is an intervention aimed at increasing the participation of Irish Travellers in Initial Teacher Education programmes. This three-year project commenced in September 2018 and involves the delivery of workshops in schools as well as one-to-one mentoring with potential students

for the Bachelor in Education and Professional Masters in Education programmes. Progress to date on the project has been very promising. The project team has made significant connections with schools and with community groups and it is anticipated that a number of students will progress through Tobar and enter ITE programmes for the 2019/20 academic year.

Migrant Teacher Project



2.3 DEVELOPMENT AND INTERCULTURAL EDUCATION (DICE)



The Development and Intercultural Education (DICE) project is a national collaborative education initiative promoting integration of development education and intercultural education in Initial Teacher Education at primary school level. In addition to providing ongoing support to include development education within the everyday work of student teachers as they prepare to

teach in schools, the DICE team at MIE organised a series of diverse, provocative and reflective guest talks during Spring 2019. Speakers included Dr. James Gallen, DCU, Tomi Reichental, a Holocaust survivor, and Hannah McGinley, PhD student, NUI Galway, and member of the Irish Traveller community, who spoke about her experiences of working in the education sector.

2.4 JUST CONNECTIONS, JUST TRADE



Providing teaching and learning resources for schools is an important aspect of the work of MIE. The publication of *Just Connections, Just Trade: A Teaching Resource about Africa* in October 2018 was supported by an Irish Aid Development Grant, and was produced by an Irish Aid Development Grant, and was produced by Lóchrann, the Centre for Intercultural Education at MIE, in collaboration with Proudly Made in Africa (a NGO). This resource is designed to support 5th and 6th class primary school teachers in teaching about the wider world and in developing global citizenship in relation to curricular areas such as SESE and

SPHE. It examines topics such as interdependence and globalisation, trade relationships, and consumer choices, in child-friendly language, and through a range of active and participative methodologies designed to enable children to understand and engage with complex issues. Additionally, it examines global trade issues while promoting a view of African countries as equal trade and economic partners. The resource was written by Tom Larkin, Liz Morris, Conall O’Caoimh, Penelope Muzanhenamo, Barbara Wilson, and Barbara O’Toole.

2.5 MINORITY LANGUAGE PUPILS AND THE CURRICULUM: CLOSING THE ACHIEVEMENT GAP



Minority Language Pupils and the Curriculum: Closing the Achievement Gap was launched at the Literacy Association of Ireland Conference in November. Edited by Barbara Skinner and Barbara O’ Toole, this publication is based on presentations given at two seminars on Teaching English as an Additional Language, which were held at Ulster University

in Coleraine and at Marino Institute of Education in 2017. These seminars were supported by funding from the Standing Conference on Teacher Education North and South (SCoTENS) along with funding from the University of Ulster and MIE and seminar contributors and chapter writers were drawn from Ireland, Northern Ireland, Belgium, England, and Scotland.



03

**RESEARCH &
DEVELOPMENT**

3.1 RESEARCH FUNDING PROCUREMENT



The Institute continues to be active in terms of funding procurement in order to sustain research and project activity. In the 2018/2019 period, the Institute was involved in €6.3m worth of contracts, tenders and grants. The Institute recognises the value of diversifying its externally-funded research activity to complement, support and enhance the research expertise of its staff. The Institute maintains an active project funding

lifecycle approach for targeting and securing relevant funding at national, European and international levels. The Institute has established a diverse portfolio of funded projects that align with its strategic objectives. The Institute will continue to utilise its growing research network to secure funding for quality projects as part of its core strategic and operational activity.

3.2 NCCA/NPC RESEARCH PROJECT: PARENTAL INVOLVEMENT, ENGAGEMENT AND PARTNERSHIP IN THEIR CHILDREN'S LEARNING DURING THE PRIMARY SCHOOL YEARS



In November 2017, Marino Institute of Education (MIE) successfully tendered for a grant award commissioned by the National Parents Council and funded by the National Council for Curriculum and Assessment (NCCA) and the National Parents Council (NPC) to study the processes of parental involvement, engagement and partnership in their children's learning in the primary school years. Led by Dr. Joan Kiely (MIE), members of the research team included Dr. Leah O' Toole (NUIM), Dr. Maja Haals-Brosnan (MIE), Emma O' Brien (MIE), Cliona O' Keeffe (St. Nicholas' Montessori) and Dr. Claire Marie Dunne (MIE). Part 1 of the research project consisted of a review of relevant national and international

literature, which was published in March 2019 (available at <http://www.npc.ie/publications/books>). Part 2 involved the development of case studies of parental engagement in five primary schools in Ireland; this section further developed to focus on involving parents with the new primary language curriculum (2015), and particular attention was to be given to homework which supports children's oral language and teanga ó bhéal (NCCA, 2017, p.16). The research report was completed in May 2019 and the team presented on its findings and recommendations to the National Parents Council annual conference on Saturday, 8 June.

3.3 EITTT (EMPOWERING INCLUSIVE TEACHERS FOR TODAY AND TOMORROW)



EITTT (Empowering Inclusive Teachers for Today and Tomorrow) was a European strategic partnership project funded under the Erasmus+ KA2 Education Programme of the European Commission. MIE led this 30-month Erasmus+ project that focused on the development of mainstream schools as inclusive learning environments for all learners. The project concluded in March 2019. The project partnership featured three Initial Teacher Education institutes, MIE, University Colleges Leuven-Limburg (Belgium) and Karel de Grote University College (Belgium) and three schools, Anthoupolis KA (Cyprus), Rigas 45. Vidusskola (Latvia) and Lukkarin koulu (Finland). Each partner hosted a 5-day learning activity in their institute/school with all of the partners attending to witness best practice in the host setting. In total there were six activities: Co-Teaching in Teacher Education (UCLL – Belgium); Co-

Teaching for Inclusive Classroom Practice (Lukkarin Koulu Primary School – Finland); Video Interaction Guidance in Teacher Education (KdG – Belgium); Student-teacher Placement in a Special Education School Context – Developing Knowledge, Skills and Attitudes for Inclusive Practice (MIE – Ireland); Inclusion Through Education – Students from Refugee/Migrant/Socio-economically Disadvantaged Backgrounds (Anthoupolis Primary School – Cyprus); and Cross-Disciplinary Support for Inclusive Education (Riga Secondary School No. 45 – Latvia). These learning activities formed the basis of the project resources that are available at www.mie.ie/eittt. These resources comprise six overall case studies based on the practices being observed in the above activities, 30 case studies in context (country-specific interpretations of the practices), and six learning activity summaries.

3.4 TEACHING FOR HOLISTIC, RELATIONAL AND INCLUSIVE EARLY CHILDHOOD EDUCATION (THRIECE)



MIE coordinates this Erasmus+ research project. Comprising three pre-schools, three primary schools and four HEIs, THRIECE is a unique Irish-Polish-Portuguese partnership, that supports inclusion through recognition of the crucial nature of relationships and interactions

within early childhood settings. In 2018/19, the project completed two transnational project management meetings (in Gdansk and Dublin) and two learning, teaching and training activities (in Gdansk and Dublin).

3.5 ENHANCING DIFFERENTIATED INSTRUCTION AND COGNITIVE ACTIVATION IN MATHEMATICS LESSONS BY SUPPORTING TEACHER LEARNING (EDUCATE)



MIE is a partner in this Erasmus+ project which seeks to develop, implement, validate, and refine mathematics materials for teachers and teacher educators that concurrently attend to both issues of excellence and equity, while also taking teachers' actual needs into consideration. The project aims to educate teachers to use these materials

by engaging them in guided reflection around their practice. The project held a week-long intensive programme at MIE in July 2018 and a further one-week transnational project management meeting and a learning, teaching and training activity in Athens from 25th February to 1st March hosted by the National and Kapodistrian University of Athens.

3.6 EMPOWERING ePORTFOLIO PROCESS (EEP)



The Empowering ePortfolio Process (EEP project) commenced in September 2016 and finished in February 2019. The partners in the project were from Finland (Hamk University), Denmark (Via University), Belgium (UCLL), and Portugal (IPS Setubal). Dr. Julie Uí Choistealbha led Marino's work in the project. The aim of the EEP was to develop student-centred education by focusing on assessment and guidance practices which: developed an empowering and dynamic approach to the e-portfolio process; increased students' motivation in their learning and career management; and fostered employability, as well as social participation in the digital world. The project focused on the use of ePortfolios at the level of the student, teacher, work place and

national policy. Four thematic outputs guided the work of the project: (i) a collection of engaging practices; (ii) research into students' ePortfolio processes and their development of digital competence; (iii) research into ePortfolio competence, transparency and innovativeness; and (iv) research into teachers' engagement with assessment and guidance processes. In order to do this, each member country designed, implemented and reviewed a pilot activity in their home institution. In MIE a scaffolded approach to the use of ePortfolios on work placement was introduced to first, second and third year Education Studies students. The publications emanating from the project can be accessed at <https://unlimited.hamk.fi>.

3.7 DROICHEAD: EXPLORING AND ELICITING PERSPECTIVES, EXPERIENCES AND NARRATIVES (DEEPEN)



An MIE/TCD research consortium, led by Dr. Julie Uí Choistealbha, was successful in the Teaching Council tender process for research into teachers' experience of the Droichead professional induction process. This three-year research project will bring MIE into direct contact all Droichead schools in the state, as well as key

stakeholders and teachers engaged in the Droichead process. An international advisory panel is providing support to the project, and chaired by Mary Burke, the panel included Prof. A. Lin Goodwin, Dr. Jean Ware and Dr. Brahm Norwich.

3.8 TEACHERS' RESEARCH EXCHANGE (T-REX)



MIE has partnered with Mary Immaculate College, the University of Limerick and NUI Galway to tender for Teaching Council funding to continue with a second phase of T-Rex, the Teachers' Research Exchange. T-REX is an online research sharing platform for teachers and students in Ireland, which enables ITE providers to connect with schools and to embed school-based research in teacher education programmes. T-Rex

promotes and facilitates teachers and students as co-researchers and MIE is committed to piloting school-based and relevant research within selected modules. Advisory panel and weekly project meetings were held throughout 2018/19 and the T-Rex platform has been revised and updated to include new online content, created by MIE, as part of the wider platform enhancement project.



3.9 EDUCATION INTERNATIONAL



Dr. Alison Egan was the successful recipient of a research tender awarded by Education International, an independent global union federation that is run by its member organisations representing more than 32 million education workers, to conduct a literature review on technological self-efficacy in 2019. A budget of 15k was awarded and various workshops and initial

meetings have been held in Brussels with Education International board members to scope the project objectives. An initial report was submitted to Education International in June 2019, with the full review due in December 2019. Education International is represented in Ireland by the INTO.

3.10 MIE RESEARCH SEMINARS



In December 2018, a weekly Research Seminar series commenced for MIE staff. Convened by Dr. Rory Mc Daid, the seminar series ran throughout the year. In addition to MIE staff presenting their research, guest speakers were invited to present at regular intervals. Presentations included:

Dr. Maja Haals Brosnan, *Cultural and Political Brokerage: The use of a translator in ethnographic fieldwork with children in post-genocide Rwanda*;

Dr. Karin Bacon, *Min Ryan, a pusher who always wanted to be in the centre of things - an example of biographical research*;

Dr. Sandra Austin, *Garden-based learning in primary schools: Meeting the challenges and reaping the benefits*;

Dr. Dean Mc Donnell, *Introducing grounded theory*;

Hannah McGinley, *NUI Galway, Travellers in education through a non-deficit lens: The story so far*;

Helen Fallon, *Maynooth University, Writing for publication*;

Dr. Seán Delaney and Dr. Ann Marie Gurhy, *Combining differentiation and challenge in mathematics instruction: A case from practice*;

Dr. Suzy Macken, *The experiences of primary pre-service teachers enacting assessment for learning in physical education during school placement*; and

Dr. Máire Nuinseann, *Negotiating Bimusicality: Learning Practices and Processes*.

04 STUDENT LIFE



4.1 IRISH SURVEY OF STUDENT ENGAGEMENT (ISSE)



MIE participated in the annual Irish Survey of Student Engagement (ISSE) in 2018-19 and continues to support this initiative under the National Strategy for Higher Education to 2030. In Spring 2019 MIE had a very successful ISSE campaign and increased its already good

response rate to 46% which represented a growth of 12.1% from 2018. It was affirming to note that nine out of ten students reported that they would choose Marino again if they had an opportunity to re-choose their HEI.

4.2 1916 BURSARIES



With the support of funding from the HEA's Programme for Access to Higher Education, MIE awards several 1916 Leaders and Learners Bursaries each year. To be awarded a bursary, recipients needed to have demonstrated high levels of leadership or engagement in their communities. The recipients are actively

encouraged to extend their leadership roles and apply them to life on campus through volunteering, community activism, project involvement, and peer mentoring. This year's recipients received their bursaries from the Lord Mayor of Dublin, Nial Ring, at a ceremony in the Mansion House in December.

1916 Bursaries



4.3 GRADUATION & STUDENT AWARDS



The graduation ceremony for undergraduate students was held on 4 and 5 December 2018. Following the formal ceremonies, a number of awards were made to MIE students:

The Carlisle and Blake Award is presented by the Department of Education and Skills to the student with the highest mark in education and school placement combined at the end of the Senior Sophister year. The 2018 recipient of the Carlisle and Blake award was Gráinne Soden. Gráinne was presented with her award by Ms. Rita Nic Amhlaoiabh, Senior Inspector with the DES.

The Vere Foster Medal is presented by the INTO to the students with the highest marks on school placement on the B.Ed. and PME programmes. The B.Ed. recipients of the 2018 Vere Foster Medal were Shauna Lacey and Megan McKelvey. They were presented with their awards by Mr. Joe Killeen, President of the INTO. The PME recipient of the 2018 Vere Foster Medal was Amy Arnold.

The Edmund Rice Award is presented to the student with the highest marks on the Education Studies programme. The 2018 recipient of the Edmund Rice award was Sarah Finnegan. Sarah was presented with her award by Br. Michael Murray, Trustee of MIE.

The Marino Institute of Education Gold Medal is awarded to candidates who receive an overall result of at least 73% and all first grades in their final year. This year two Bachelor in Education Students met these criteria and the gold medals were awarded to Gráinne Soden and Aoife Lawless.

The award, **An Chéad Áit sa Ghaeilge** is made to the student who receives the highest mark in Gaeilge in the final B. Ed. Gaeilge Examinations. In 2018 the award was made to Sorcha Ní Fhállamhain.

Gradam na Gaeilge is awarded to the student who does most to promote the informal use of Gaeilge within the Institute. The award is open to all students from full-time undergraduate and postgraduate programmes. The 2018 joint recipients of Gradam na Gaeilge were Darragh McGee and Tiarnach Ó Néill.

4.4 UNIVERSITY OF NOTRE DAME ALLIANCE FOR CATHOLIC EDUCATION (ACE) TEACHING FELLOWSHIP



We congratulate Hannah Mullen, a Year 4 B.Ed. student who was awarded an ACE Teaching Fellowship in May. This scholarship is one of two offered by the University of Notre Dame each year to Irish graduates. These full scholarships, worth €100,000 each, enable graduates to spend two years in the US through the University's ACE

Teaching Fellows' programme, taking graduate classes at the University over two summers and earning their MEd, while living with classmates and teaching in a Catholic schools in a variety of cities during the two academic years. Hannah begins her studies at Notre Dame in September 2019.

4.5 FULBRIGHT AWARD



In June 2019 MIE Graduate Rosemary Mulvey was awarded the 2019/20 Fulbright Foreign Language Teaching Assistant at Davidson Community College, North Carolina. Rosemary completed her Higher Diploma in Primary Education at MIE. She has worked

in events and cultural management with the Heritage Council of Ireland, Kilkenny Arts Festival, Savour Kilkenny and Kilkenny Tradfest and currently teaches in Gaelscoil Osraí, Kilkenny.



4.6 SPORTS UPDATE



4.6.1 GAELIC GAMES

The Institute fields football, hurling, camogie and Ladies football teams. The men's football team was successful in the Corn na MacLéinn Shield against New York College, 3-12 to 0-9. The hurling team had a very competitive and successful year overall, competed in the final of the Fergal Maher cup. Camogie continues to grow in popularity in the Institute, with the winning team putting up several admirable displays throughout the year. Ladies football is thriving in the Institute, winning the Gourmet Food Parlour Ladies Gaelic Football HEC Division 5 League Final and narrowly losing out in the Donaghy Cup Championship Final.

4.6.2 BASKETBALL & OTHER SPORTS

MIE's women's basketball team were unlucky not to receive silverware with some outstanding performances this year. Despite standing joint second on the results league table, MIE narrowly missed out on a semi-final slot due to internal points accumulation that saw GMIT progress ahead of MIE. Victories against UCC, at home and away, and GMIT at a well-supported home fixture demonstrated the outstanding talent of the women's basketball team.


In other sports Amy Wall secured a junior world kickboxing title, while soccer player Brandon McCann left Shelbourne FC and signed with Bray Wanderers FC, and in basketball Ciara Curran won an All-Ireland medal. These achievements reflect the diversity of students' success within their preferred sporting endeavours.

4.7 MIE STRICTLY COME DANCING



The MIE Students' Union organised a Strictly Come Dancing fundraising event in March in support of the Seán Cox Trust. Seán Cox suffered an unprovoked attack in 2018 and was left with life changing injuries. Seán's daughter is a student at MIE and all the students, staff and members of the wider community participated in

and supported this event. The Cox family expressed its deep appreciation for the effort undertaken and for the ongoing support shown by the MIE community. The MIE Students' Union demonstrated the true nature of community in organising this event



05 CAMPUS LIFE

5.1 CAMPUS UPDATE



During the academic year 2018/2019, the Institute planned and commenced work on a number of projects to increase its capacity to provide appropriate teaching and learning spaces around the campus. These included provision of an additional SESE/Science Room and three teaching/collaborative spaces in St Patrick's Hall. These spaces will be fully delivered by the beginning of the academic year 2019/2020 and are dedicated to student independent learning and sharing. The Students' Union Office is now located in the Nagle Rice building, closer to student sports' facilities and the student

Lounge. A new look has been given to the Botanic Corridor, which is near the new 'Education Office' and the beautiful courtyard garden. Upgrades have been made to work spaces and office allocations throughout campus. The establishment of a new administration hub on the ground floor of the St Mary's building brings administrative capacity together in a new 'Education Office', while the Staff Lounge has been refurbished. Creating the infrastructure to support and promote community engagement by staff and students is pivotal to the wellbeing of all.

5.1.2 ON-CAMPUS STUDENT ACCOMMODATION

In December 2017, the Institute acquired ownership of its on-campus student accommodation, known as Westcourt, and engaged professional property management services to manage it on a day-to-day basis. Initially, the incumbent property managers were retained. Following

a restructuring of that company, a new agreement, with Eberdon Limited, was signed in February 2019. Three blocks of the student accommodation were refurbished in summer 2018 with the remaining three blocks scheduled to be refurbished in summer 2019.

5.2 CHILD PROTECTION AND SAFEGUARDING



In 2018/19 all MIE staff were required to undertake Tusla's Children First E-Learning Programme. Additional safeguarding training has been undertaken by staff members, with a staff-wide training programme

planned for delivery in 2019/20. Dr. Julie Uí Choistealbha is the Institute's Designated Liaison Person (DLP) and Cian Ó Raghallaigh is the Deputy Designated Liaison Person (DDL).

5.3 MARINO MATTERS



In September 2018, Br. Joe O’Neill stepped down as editor of Marino Matters, the Institute’s in-house publication for staff and the wider MIE community. Br. Joe oversaw the publication of over 220 issues across 21 years. His work has created an enduring archive that documents the Institute’s activities and provides a

record of colleagues past and present. Br. Joe continues to have an editor-at-large role with the publication and regularly contributes articles about his career and travels. A new editorial team has taken over the main production duties, producing 10 issues in 2018/19.

5.4 WILSON GRADS



In October, the Institute welcomed back a small group of graduates to celebrate 40 years since graduating from the Institute (Coláiste Mhuire Marino as it was then). Members of this particular group were known as ‘Wilson Grads’. They completed a very special one-

year programme sanctioned by the then Minister for Education, John Wilson. The group were delighted to be joined at the event by Br. John Ledwidge, who worked with them when they studied here.

“

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5.5 ARTIST IN RESIDENCE



Mark Joyce was appointed visual artist-in-residence at MIE in September 2018. Mark studied Painting at the Royal College of Art, London. He has had solo exhibitions in Ireland, UK and the USA, won awards from the British Council, Thomas Damman Trust, and the Georgette Chen fellowship in 2016. His work is in the collections of the Irish Museum of Modern Art and the Arts Council of Ireland. Since his appointment, Mark has worked with different groupings across the campus in diverse and imaginative ways. He has taught workshops with students across all MIE's degree programmes inspired by his arts practice. While our students were on placement, we opened our art room to children and their teachers in the local community. Inspired by the Exquisite Corpse method by which a collection of words or images is

collectively assembled, he facilitated a number of workshops entailing drawing, painting and construction. Other campus collaborations evolved with different departments. One such collaboration manifested an exhibition of photographs by students studying Religious Education that explores identities through images and algorithms. Mark and MIE also participated in this year's Dublin City Learning festival. Visitors explored the basic folded four-page book format and used drawing, text and colour relationships to create a continuous narrative. The workshop considered figure-ground dynamics, and the creative possibilities of this format for narrative, both visual and textual, in aid of story-telling. Mark will continue his residency at MIE for one more year.

5.6 WRITER IN RESIDENCE



The MIE Writer in Residence for 2018-19 was Dave Rudden. Dave is a former teacher and the author of the award-winning Knights of the Borrowed Dark trilogy, as well as a Doctor Who anthology with BBC Books. Dave has performed in over four hundred schools, libraries and festivals since the release of Knights of the Borrowed Dark in 2016. Called "a magical debut" by the Guardian and "reminiscent of Douglas Adams" by R.L. Stine, Knights of the Borrowed Dark went on to win the Irish Book Award for Best Senior Children's Novel. It featured

as the 2017 Dublin UNESCO Citywide Read and, most recently, has been added to the Junior Cert English Curriculum as a first-year text. The residency comprised in-class writing workshops, talks on children's literature, individual consultations for those who sought advice and feedback on their creative writing, and an online element. Each fortnight Dave sent writing tips, as well as ideas on how to motivate children to write, and advice regarding choosing books for children.



06

**COMMUNITY,
ENGAGEMENT &
COLLABORATION**

6.1 THE STORYTIME PROJECT



The Story Time Project is a collaboration between Marino Institute of Education and Northside Partnership. It works with schools with DEIS Band 1 or 2 status and early years' settings in the Dublin Northside Partnership catchment area. The project aims to encourage and support parents to read on a regular basis with their children, to increase children's vocabulary and conversation skills and to deepen bonds with their parents/guardians and to encourage parents and children to use their local library. The project requires the active support of Home School Liaison teachers and Early Childhood educators who are

asked to recruit 4-5 parents to take part in the project. These parents are then invited to MIE to receive some basic training in reading with their children. Participating schools are drawn from the Dublin Northside Partnership area. This includes Artane, Darndale, Priorswood, Donaghmede, Kilmore, and Killester. The project began in 2009 and the eighteenth cohort of Storytime children graduated from the project in January 2019. Overall, 812 parents and 812 children have been involved in the project to date.

6.2 READING RECOVERY



Reading Recovery is an early intervention for children who have made very little progress in reading and writing during their first year at school. It involves a daily one-to-one lesson with a highly trained teacher for a period of between twelve and twenty weeks. At the end of this time, most of these 'hardest to teach' children have caught up with their classmates and can read and write at a level within the average band for their age. To become a registered RR professional, teachers pursue a one-year, part-time postgraduate course in literacy learning and literacy development. The success of Reading Recovery is largely due to the quality and intensity of the initial and on-going professional development for qualified and experienced teachers selected annually for this

postgraduate certificate course which is delivered at MIE. Success is judged by the achievement of pupils who participate in the programme. The children are aged between five years nine months and six years six months and each teacher submits data to the Reading Recovery Evaluation Database (RRED) at the Institute of Education, University College London. The success rate in Marino is close to 90% with accumulating, follow-up research evidence showing that gains achieved during the series of lessons are subsequently maintained. Programmes in the Republic of Ireland last about eighteen weeks or thirty-eight hours, on average. In May 2019, 14 teachers graduated from the Reading Recovery programme

6.3 INTO DEBATE



Bhí díospóireacht ‘An Ghaeilge agus an Múinteoir Náisiúnta’ ann chun ceiliúradh a dhéanamh ar chomóradh 150 bliain Chumann Múinteoirí Éireann. Réachtáladh an díospóireacht in Institiúid Oideachais Marino. Ba é Páidí Ó Lionaird a bhí mar chathaoirleach ar an díospóireacht agus bhí an Dr. Treasa O’Doherty, John Boyle, an Dr. Treasa Kirk agus Donál Ó hAiniféin mar bhaill den phaineál. Chuir Uachtarán CMÉ, Joe Killeen agus Aodán Mac Suibhne fáilte roimh an lucht éisteachta, thug siad cúlra an rúin a bhí le plé ag an bpaineál agus chuir siad béim chomh maith ar thábhacht ról an mhúinteora náisiúnta in Éirinn

riamh anall. Phléigh siad tábhacht na Gaeilge agus an ról atá ag an múinteoir náisiúnta fós maidir le meon dearfach i leith na Gaeilge a chothú agus an teanga a chur chun cinn. Rinneadh tagairt d’fhorbairtí atá le teacht cosúil leis an mBaitsiléir san Oideachas Trí Mheán na Gaeilge a bheidh ag tosú anseo i Marino i Meán Fómhair 2019. Thug an díospóireacht ardú croí don lucht éisteachta agus mar a deir Páidí Ó Lionaird, tá seacht míle teanga ar fud an domhain agus tá thart ar 2,000 acu siúd i mbaol a mbáis, ach níl an Ghaeilge ar cheann de na teangacha sin.

6.4 INTERNATIONAL LITERACY ASSOCIATION OF IRELAND CONFERENCE



Marino Institute of Education hosted the 42nd International Literacy Association of Ireland Conference from 9th-10th November 2018. The conference was opened by Dr. Gene Mehigan, President Literacy Association of Ireland. The theme of the conference

was ‘Literacy without Borders’. Prof. Peter Afflerbach, Professor of Reading in the Department of the Teaching and Learning, Policy and Leadership at the University of Maryland, USA, delivered the keynote address, ‘Walking the Border: Teaching Reading, or Teaching Readers?’.

Dublin Learning City Initiative



6.5 DUBLIN LEARNING CITY

In 2018/19 MIE was involved in an initiative to establish Dublin as a Learning City, as defined by UNESCO. The Dublin Learning City project was launched on 4th December 2018, by Lord Mayor of Dublin, Nial Ring in the Mansion House. Supported by the Office of the Lord Mayor and Dublin City Council, the project is spearheaded by five universities and colleges across Dublin under the aegis of the Programme for Access to Higher Education (PATH), which is funded by Ireland's Higher Education Authority (HEA). The aim of the Dublin Learning City initiative is to ensure that education and learning - regardless of whether it is formal learning delivered by a university or college, or whether it is informal learning gained through a community initiative - is accessible for all inhabitants, regardless of age, in traditional and non-traditional settings. The Dublin Learning City initiative is led by Dún Laoghaire Institute of Art, Design and Technology (IADT) and Marino Institute of Education (MIE), in collaboration with University College Dublin (UCD), Trinity College Dublin (TCD), and the National College of Art and Design (NCAD). Together, these five institutions comprise Leinster Pillar

1. In collaboration with Dublin City Council and other education and community stakeholders, Dublin Learning City will deliver and co-ordinate the programme's concept across Dublin city. The overarching aims of this initiative are to establish sustainable intergenerational learning communities in the city and to work towards developing a strategy to attain the award of UNESCO Learning City for Dublin. The inaugural Dublin Learning City Festival took place from 8-12 April 2019. The festival featured over 150 free events, including web game building tutorials, pottery classes, mindfulness workshops, Spanish/English conversation exchanges, introductions to social media, swim classes, beginner computer classes, apprenticeship fairs, information on 1916 scholarships and so much more. Marino Institute of Education contributed three events to the festival programme: Shauna Cassidy held an information workshop on the 1916 Bursaries; Michael Flannery and Mark Joyce delivered a bookmaking workshop; and Caoileann Ní Dhonnchadha ran a Beginners' Sean-Nós Dance class through the medium of Irish.

6.6 EDMUND RICE EDUCATION BEYOND BORDERS (EREBB)



The Edmund Rice Education Beyond Borders (EREBB) Online Leadership programme was offered twice over the 2018/19 academic year (September – January and January - May). This year 80 participants from Australia, Canada, India, Ireland, Northern Ireland, South Africa and the UK enrolled on the online programme. The profile of the participants was primary and secondary school principals, primary teachers, teachers of various subjects at secondary level, school administrators and this year a member of Edmund Rice Development and a member of the Edmund Rice Mission Capacity Team completed the programme. Participants had the

opportunity to connect with one another and discuss their insights and challenges together on various discussion fora throughout the programme, related to Edmund Rice educational values, social justice and advocacy and spiritual leadership. The programme was moderated by Dr. Aiveen Mullally who also co-facilitated on the organising team for the inaugural EREBB International Edmund Rice Leadership Symposium, which took place in Lima, Peru from June 19th–July 4th 2019. The Symposium aimed to enhance and develop the charism-based leadership capabilities of key people in Edmund Rice education and ministry.

6.7 SUMMER COURSES



The Institute's Summer Course Programme ran from 1st-5th July and from the 19th-23rd August. Online course provision ran from 1st-26th July. In total, 17 face-to-face courses and five online courses were offered. Some of the courses provided included: *Walking on Sunshine: An Assortment of Visual Arts*

Responses to Summertime Artworks; Only Sometimes Speaking Whale! – A Reflective Practice Space; Nurturing Wellbeing through Mindfulness; Teachers and the Law; Digital Technologies for Teaching, Learning, Leadership and Management in the Primary School; and Gaeilge Neamhfhoirmiúil.

6.8 MARINO INSTITUTE OF EDUCATION, TRINITY COLLEGE DUBLIN AND GLASNEVIN CEMETERY MUSEUM



In 2015, the Glasnevin Trust and Trinity College Dublin jointly established an Assistant Professorship in Public History, based in Trinity College, to develop the historical resources of the cemeteries and make them available to researchers, scholars and teachers. The following year Glasnevin Cemetery Museum was inundated with school tours and asked MIE to give pedagogical support to this project. This three-way partnership led to the development of a very successful summer course for primary school teachers called *Heritage, Memory and Landscapes in Modern Ireland*. This course, which ran in summer 2017 and 2018, gave participants a unique opportunity to explore Glasnevin Cemetery and Museum, and Richmond

Barracks. In exploring these environments with local experts and by engaging with professional historians, participants also developed the skills of working as historians. Participants were encouraged to think about how best they can get young children to ask questions, think critically, evaluate sources of evidence and develop a perspective, and use the above skills to argue their ideas and judgements. This innovative relationship between the three partner institutions continues to grow with other research opportunities such as Dr. Karin Bacon giving a paper in January 2018 in The Glasnevin Museum's winter series talks and a symposium titled 'My Primary School is at the Museum' is scheduled to for October 2019.

A photograph of the Marino Institute of Education building, a large stone structure with multiple windows and chimneys. A teal-colored geometric overlay is positioned on the left side of the image. In the foreground, several students with backpacks are gathered near the entrance. The sky is overcast.

07

ORGANISATION & GOVERNANCE

7.1 GOVERNING BODY



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

The Governing Body meets six times per academic year.

7.1.1 GOVERNING BODY MEMBERSHIP

Prof. Linda Hogan (Chair 2017, membership 2013-)

Jim Bradley (2013-2019)

Catherine Byrne (2015-2019)

Prof. Lorna Carson (2018-2019)

Dr. Seán Delaney (2017-2019)

Ciarán Fogarty (2010-2019)

Br. Denis Gleeson (2013-2019)

Karen Herbert (2017-2019)

Ferdia Kelly (2016-2018)

Dr. Jude Lal Fernando (2013-2019)

Dr. Kevin Marshall (2013-2019)

Dr. Gene Mehigan (2004-2019)

Prof. Chris Morash (2013-2019)

Steven Murphy (Student Representative) 2018-2019

Muireann Ní Mhóráin (2013-2019)

Prof Vincent Wade (2013-2019)

Dr. Teresa O'Doherty, President (2018-2019), and Craig Lerner, Chief Financial Officer, attend, ex officio, meetings of the Governing Body.

7.1.2 GOVERNING BODY FEES AND EXPENSES

It is the Institute's policy that non-staff Governing Body members may be reimbursed for any expenses incurred in the service of the Institute. The total of such expenses in the year was €208. Governing Body members receive no remuneration for their services as Governing Body members.

Governing Body



7.2 CHIEF EXECUTIVE FUNCTION



The Institute's Chief Executive function resides with the President of the Institute. Dr. Teresa O'Doherty was appointed President of the Institute following Prof. Anne O'Gara's retirement in May 2018. A teacher educator and scholar for more than twenty years, Dr. O'Doherty qualified as a primary teacher in 1984 (Mary Immaculate College Limerick). She completed her Master's in Education at NUI Maynooth in 1989 and was awarded her PhD in Education from the University of Limerick in 1997. She taught initially in O'Hely and O'Rourke Girls' National School, Kilmallock (1984-1991) before being appointed to An Mhodh Scoil, Bealach Uí Chonail, Luimneach (1991-1997).

Dr. O'Doherty held a permanent lectureship in Education at the University of Limerick from 1997-2003 and was appointed Senior Lecturer at Mary Immaculate College Limerick in 2003. She became Principal Lecturer and Head of the Faculty of Education there in 2005, a position she held until her appointment to MIE.

Dr. O'Doherty is a member of a wide range of academic, professional and administrative committees at a regional and national level. She was Southern Co-Chair of SCoTENS (Standing Conference of Teacher Education North and South) from 2009-2013 and is now a member of the SCoTENS Steering Committee. She was an invited

expert member of the NCCA Early Childhood and Primary Committee (2008-2018), and was Co-Chair of Incredible Years Limerick (2013-2018). She was also appointed by the Cabinet as a member of the State Examinations Commission (2015-2019). Dr. O'Doherty was selected by her peers as Vice-President of the Education Studies Association of Ireland (ESAI) in 2017. She also held External Examiner appointments in Scotland, Northern Ireland, England and Ireland.

Dr. O'Doherty's research interests are in the area of teacher education and the history of education. Her recent publications include:

O'Doherty, T. and Harford, J. (2018) Teacher recruitment: reflections from Ireland on the current crisis in teacher supply. *European Journal of Teacher Education*, 41(5) 654-669.

O'Donoghue, T., Harford, J. and O'Doherty, T. (2017) *Teacher Education in Ireland: History, Policy and Future Directions*. Bingley: Emerald Publishing.

O'Doherty, T. and Harford, J. (2017) 'Building Partnerships in Irish Teacher Education – A Case Study'. In M. Peters, B. Cowie, I. Menter (Eds), *A Companion to Research in Teacher Education*. Springer Netherlands.

“

Dr. Teresa O'Doherty was appointed President of the Institute following Prof. Anne O'Gara's retirement in May 2018.

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7.3 ORGANISATIONAL REVIEW



In November 2018, Deloitte provided an independent review of Marino Institute of Education’s organisational design. The review included an assessment of leadership team structures and organisation structures, as well as a review of the role of centralised and decentralised functions. Deloitte conducted one to one interviews with senior staff members and held several staff workshops. Recommendations arising from the review were considered by the Institute’s

Governing Body, which decided to implement the suggested changes to the organisational design and management structure. Following a further phase of staff consultation, a change management and communication process was implemented to ensure the transition to the new structures would be complete before the beginning of the 2019/20 academic year. The new organisational structures arising from the review can be seen in Fig. 1 below.

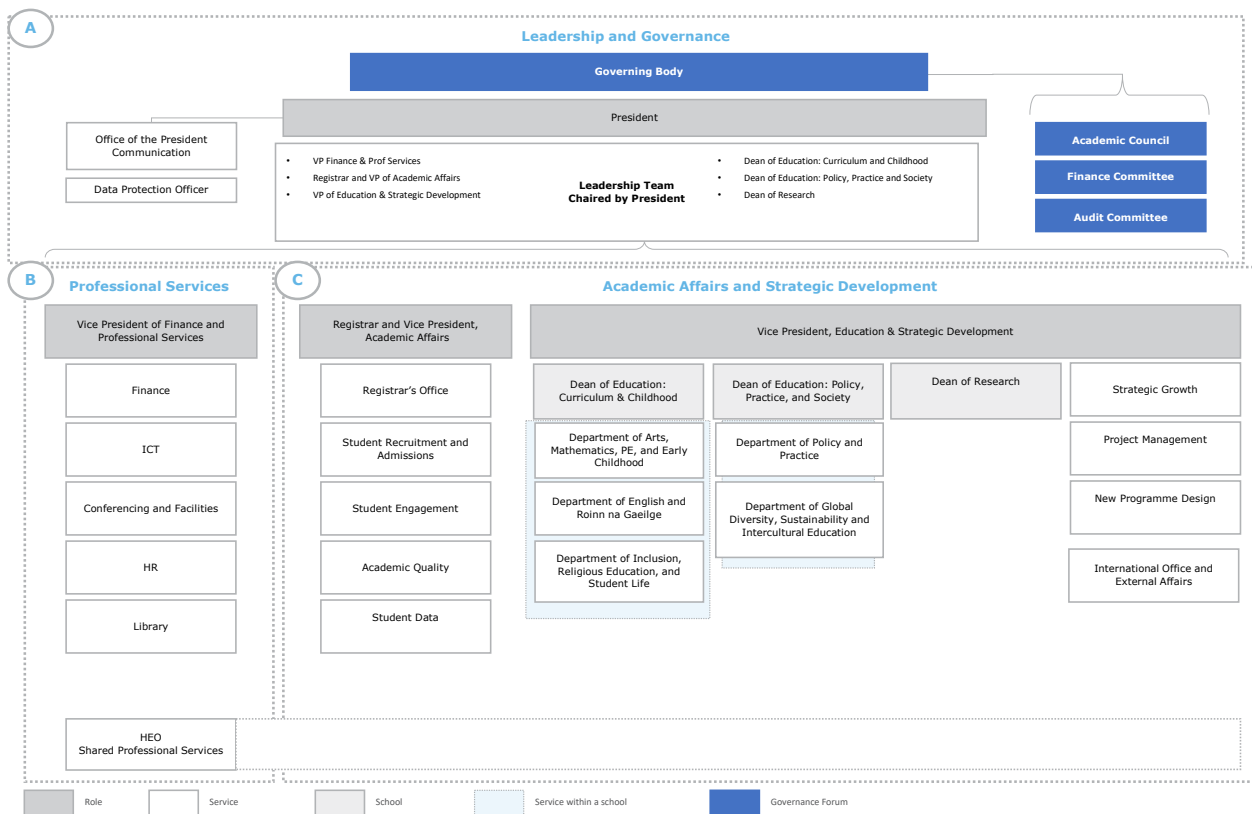


Fig. 1 MIE Organisational Structure

7.4 PRIORITIES 2018 – 2019



The Governing Body identified several key priorities for the Institute in 2018/2019:

Priority	Action
Ongoing recruitment of academic and support staff, both to replace departing staff and to provide for the ongoing growth in student numbers on new and recently-launched programmes.	The Institute has made several key appointments in its academic staff and support staff during 2018/2019: Head of Library Services (replacement for a staff member retiring), and four full-time Lecturer-grade staff - two for the BSc. Education Studies programme (new posts) and two for the BSc. Early Childhood Education programme (replacements for positions vacated during the year). Arising from the organisational review, two new posts were created: Education Office Lead (internal promotional post) and Dean of Research. A concerted effort to identify additional academic staff for the Baitsiléir san Oideachas Trí Mheán na Gaeilge was undertaken. At senior management level, three Vice President posts and two Academic Dean positions, also arising from the review, have been created, and filled internally.
Continued refurbishment of the on-campus student accommodation.	Contracts for phase 2 of the summer works for the on-campus student accommodation were signed and work commenced on 4th June.
Preparation for the first Institutional Effectiveness and Quality Review as a 'linked provider' of Trinity College, and the first periodic Programme Review of the B.Sc. in Education Studies, both to be conducted in accordance with QQI and Trinity associated college accreditation requirements.	Significant preparatory work was completed for the 'linked provider' review. The periodic Programme Review of the B.Sc. in Education Studies was successfully completed.
Progression of various regulatory and governance matters in line with regulatory requirements and best practice.	The Institute identified and addressed key regulatory, governance and legislative matters. Risk registers were established at an institutional and departmental level. Significant time and effort was committed to ensure the highest level of child protection and safeguarding measures apply throughout the Institute. Work on ensuring compliance with GDPR requirements is underway.
Preliminary preparatory work on a new strategic plan, to replace the Strategic Plan 2015-2020.	An institute-wide review of progress achieved to date in relation to the current strategic plan was undertaken.
Continued careful management of the Institute's finances.	The Institute continued to operate profitably in 2018/2019.
Ongoing growth in student numbers.	The Institute's student numbers increased by 13% in 2018/2019.
Ongoing enhancement of the student experience at the Institute.	Work has been undertaken to increase the number of collaborative student spaces on campus, including a second SESE/Science lab, to meet the growing need from the International Foundation Programme, in particular.
Further strategic development of ICT systems	Following a cyber audit conducted by Deloitte, new projects in relation to IT security, cloud storage and back up services commenced. Windows 10 was deployed on all student machines and this project is now being rolled out to staff. It is due for completion by the end of 2019.

7.5 FINANCE



7.5.1 FINANCE UPDATE

	2016/17	2017/18	2018/19 (Forecast)
Total Income (€'000s)	10,231	11,730	14,310
Student Numbers	835	849	1,041

The projected 2018/19 income includes funding from the Department of Education and Skills for ITE programmes of €5.16m (35.8%), tuition fees /student contribution of €5.11m (36%) and other income of €4.04m (28.2%).

7.5.2 FINANCE COMMITTEE

The Finance Committee meets regularly and in advance of every Governing Body meeting.

Members: Catherine Byrne (Chair), Governing Body Member; Karen Herbert, Governing Body Member; Dr. Teresa O'Doherty, President; Craig Larnar, CFO.

7.5.3 AUDIT COMMITTEE

The Audit Committee meets approximately three times per year or as required.

Members: Jim Bradley (Chair), Governing Body Member; Dr. Kevin Marshall, Governing Body Member; Br. Denis Gleeson, Governing Body Member; Dr. Teresa O'Doherty, President; Craig Larnar, CFO.



7.6 ACADEMIC COUNCIL



The MIE Academic Council meets three times per academic year.

Membership includes: Dr. Teresa O'Doherty, President (Chair); Dr. Seán Delaney, Registrar; Kevin Marshall, Governing Body Member; Muireann Ní Mhóráin, Governing Body Member; MIE Students' Union Representative.

7.7 LEADERSHIP TEAM



The Leadership Team advises the President and met on a bi-weekly basis throughout 2018-19.

Membership includes: Dr. Teresa O'Doherty (President), Dr. Seán Delaney (Registrar), Craig Lerner (Chief Financial Officer), Dr. Gene Mehigan (Principal Lecturer), Ciarán Fogarty (Conferencing Manager) and Niall O'Neil (HR Manager).



The background image shows a lush, vibrant outdoor space. In the foreground, there are dense green bushes and a large, leafy plant. In the background, a stone wall is visible, with several hanging plants in wicker baskets. The scene is bright and sunny, suggesting a well-maintained and inviting environment. The text is overlaid on a dark red, semi-transparent geometric shape on the left side of the image.

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