
Initial Teacher Education: Strategy for the Review and Professional Accreditation of Existing Programmes

September 2011



The Teaching Council
An Chomhairle Mhúinteoireachta



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Foreword

In 2007, the Council commissioned two pieces of research to inform its work in teacher education, including its work in reviewing and accrediting programmes of initial teacher education. Firstly, a position paper entitled *A Review Paper on Thinking and Policies Relating to Teacher Education in Ireland* was prepared by Dr John Coolahan, Professor Emeritus, NUI Maynooth. This was followed by a detailed study entitled *Learning to Teach: A Nine Country Cross National Study*, undertaken by a team of researchers from University College Cork, led by Dr Paul Conway.

In parallel with the research outlined above, the Council began a comprehensive consultation process. The first phase of the consultation process took place in February 2008 when three meetings were held at which the plan for the drafting of this strategy was introduced. The second stage of the consultation process commenced in autumn 2008 when eleven meetings took place and written submissions were invited. The third phase of the consultation process began in May 2009 when written feedback was sought from providers of initial teacher education programmes and from the then Minister for Education and Skills. An opportunity to provide oral feedback was available at a meeting which took place in October 2009.

Informed by the research and consultation process outlined above, the Council - through its Education Committee - began drafting its strategy for the review and professional accreditation of programmes of initial teacher education. An initial draft of this strategy was approved by Council in May 2009 and was used to guide the first reviews which took place during the 2009/2010 academic year.

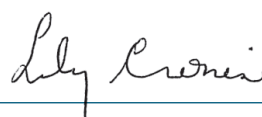
Since that time, the draft strategy has been further debated and refined, culminating in this document which was approved by Council at its meeting on 19 September 2011.

The publication of this document is a significant development, as it provides the framework within which the Council will exercise its important statutory role in the professional accreditation of programmes of initial teacher education. Thanks are due to the following: Professor John Coolahan and Dr Paul Conway and his colleagues, whose research informed the Council's deliberations; those individuals and groups who engaged with the Council's consultation process, thereby influencing the direction of initial teacher education in Ireland in the years ahead; the Teaching Council members and, in particular, the members of its Education Committee, for their careful attention to detail and commitment to the task at all times; Gerry Malone, Susie Hall and Noel Buckley, who chaired the Education Committee at various stages of the process, and whose leadership was key to bringing this document to fruition; Carmel Kearns, the Council's Education Officer, who acted as secretary to the committee throughout the process.

Le gach dea mhéin,



Áine Lawlor
CEO/Director



Lily Cronin
Chairperson

Glossary

HEI

The term HEI or Higher Education Institution is used in this document to denote those colleges, universities and other third level bodies providing one or more programmes of initial teacher education.

HEI Placement Tutor

The term HEI Placement Tutor is used in this document to denote a person engaged by a programme provider to support and mentor student teachers and evaluate their practice, while they are engaged in the placement element of the programme. The Council is aware that, traditionally, the term “supervisor” may have been more widely-used. However, it considers that the term tutor is preferable, in that it more accurately reflects the nature of the role.

Inputs, Processes, Outcomes

The term “inputs” is used in this document in its broadest sense to encompass the theoretical frameworks, the structures and strategies and the human, academic, physical and financial resources which have a bearing on the quality of the programme and which contribute to the achievement of programmes aims.

The term “processes” in this document refers to the various inter-dynamic approaches used by providers to shape the type of formative and developmental experience gained by student teachers on the programme.

The term “outcomes” in this document refers to the standards of teaching, knowledge, skill and competence and the attitudes, values and professional dispositions which are deemed appropriate for, and which are expected of, graduating teachers.

Professional Portfolio

The term professional portfolio is used in this document to denote an instrument which is used by the student teacher to document his or her work, to support the process of reflection on his or her practice and to identify areas in which he/she may need support or guidance. The portfolio also facilitates students to become more conscious of the theories and assumptions that guide their practice, and provides a basis for collaborative dialogue about teaching.

Pupil

The term “pupil” is used in this document to denote pupils and students at primary and post-primary levels.

School Placement

The term school placement refers to that part of the programme which takes place in school settings and which is designed to give the student teacher an opportunity to apply educational theory in a variety of teaching situations and school contexts. It affords the student teacher opportunities to participate in school life in a way that is structured and supported. The Council is aware that the term “teaching practice” is the more widely used term in the Irish teacher education context. However, it considers the term “school placement” more accurately reflects the nature of the experience as one encompassing a range of teaching and non-teaching activities.

Student

The term “student” is used in this document to denote students on programmes of initial teacher education. It is used interchangeably with the term “student teacher”.

1 Introduction

The Teaching Council was established on a statutory basis in March 2006 as the professional standards body for teaching.

In everything it does, the Teaching Council works within the framework of the Teaching Council Act, 2001 ('the Act'). The Act confers on the Teaching Council significant powers with regard to teacher education and these are summarised in Appendix 1. All of these functions will be implemented by the Teaching Council within the context of its *Policy on the Continuum of Teacher Education*.

This document sets out the processes and procedures by which the Council exercises its role in reviewing and accrediting programmes of initial teacher education, in accordance with Section 38 of the Act¹. The accreditation criteria are set out in the document *Initial Teacher Education: Criteria and Guidelines for Programme Providers*. This document should be read in conjunction with the *Criteria and Guidelines* and the Council's *Policy on the Continuum*. Both are available for download from www.teachingcouncil.ie

1.1 Professional accreditation

Professional accreditation for any profession is a judgement as to whether a programme prepares one for entry into that profession. It is distinct from academic accreditation which is based on the suitability of a programme for the award of a degree/diploma. Professional accreditation is distinguished by the existence of criteria that are specific to the profession, these having been defined in consultation with members of that profession and other relevant parties².

The Teaching Council is the statutory body charged with setting the standards for entry to the teaching profession in Ireland and ensuring that these standards are upheld. The Council's professional accreditation offers an opportunity for Higher Education Institutions (HEIs) operating in a variety of contexts to demonstrate that they are providing quality programmes of teacher education which are designed and delivered in line with the Council's professional accreditation criteria.

All teacher education programmes in Ireland that lead to registration must have professional accreditation. Existing programmes in Ireland that are recognised for registration purposes are deemed to have current accreditation, pending their review for the first time by the

1 This strategy relates only to the accreditation of existing programmes. The process for the accreditation of new programmes is somewhat different, and is set out in the Council's document *Initial Teacher Education: Strategy for the Review and Professional Accreditation of New Programmes*.

2 While the distinction between academic and professional accreditation is significant, the Council is cognisant of the administrative burden on providers' academic and administrative staff as a result of the range of reviews which programmes currently undergo, and it will liaise with the relevant bodies with a view to minimising any unnecessary overlap and identifying opportunities where processes and criteria might be dovetailed. As well as fulfilling its statutory remit, the Council wishes, through the review process, to become more familiar with the challenges and realities of teacher education. It is committed to moving towards a position in the future where self-evaluation processes become a more central feature of the review and accreditation strategy.

Teaching Council, and have all been automatically awarded the Council's professional accreditation mark in accordance with Section 7.1 of this document. All new teacher education programmes wishing to be recognised for registration purposes must be presented to the Council for review prior to accreditation.

1.2 Overview of the review and professional accreditation process

Where a review of an existing programme is to take place, the Teaching Council will establish a Review Panel to carry out that review and make a recommendation to the Teaching Council in relation to accreditation of that programme. (See Section 4 for more information in relation to the Review Panel.)

Review Panels will seek evidence that the programme is designed and delivered so as to meet the Council's accreditation criteria (as set out in *Initial Teacher Education: Criteria and Guidelines for Programme Providers*). Such evidence may be presented in documentary format and/or through observation and dialogue as part of a Review Panel visit. (See Sections 5 and 6 for further information in relation to the submission of documentation and the visit by the Review Panel.) Based on the evidence, the Review Panel will identify areas of particular strength as well as areas for further development. Evidence from as many sources as possible will be used to validate the panel's findings.

Where, in the opinion of the Review Panel, a programme provider has not satisfactorily demonstrated that the programme meets the Council's criteria, the Review Panel may include in its report recommendations or stipulations in relation to areas for development. These will be a specific area of focus in subsequent reviews. Where the shortfalls are considered to be significant, the Review Panel will recommend to the Council that the provider be required to remedy the shortfalls, and will specify a timeframe within which the provider must do so. In such circumstances, short-term accreditation may be granted or accreditation may be deferred. It will be open to HEIs to appeal such a decision. (See Section 8 for more information in relation to the appeals process.)

1.3 Review and accreditation cycle

Accreditation is awarded for a specified time period after which a further review will be undertaken. The maximum time between reviews will normally be in the region of five to seven years⁴.

If, during the period between reviews, a significant change to a programme is proposed⁵, the HEI must notify the Teaching Council of same. Where the Teaching Council considers such a change to be material to the programme's accreditation status, an interim review will be arranged. Interim reviews may involve:

- the submission of documentation pertinent to the material change to the programme
- Review Panel visits which are shorter in duration to that of a full review.

3 Over time, there may be scope to align this with the review cycles of other accrediting bodies.

4 This would apply in respect of all significant changes with the exception of significant changes arising from a recommendation made following a review by the Teaching Council. Significant changes may include, for example:

- A change to the title of a programme
- A change to the structure of a programme
- A significant change to the number of credits carried by the programme or its components
- A change to the entry requirements
- The introduction of new approaches to teaching, learning and assessment (e.g. distance or on-line learning)

2 General Principles Guiding the Council's Review and Accreditation of Programmes

In reviewing and accrediting programmes of initial teacher education, the Teaching Council is committed to the following general principles:

- mutual respect and trust as the basis for positive professional relationships between the Council and the HEIs
- partnership and collaboration through the participation of HEIs in the review process
- review and accreditation informed by evidence as a means of ensuring high standards of initial teacher education in Ireland
- recognition of the diversity of contexts in which programmes are provided
- consistency and fairness throughout the review and accreditation process
- confidentiality in relation to all information obtained during the course of a review, having due regard to the Council's statutory obligations⁶
- clear communication of outcomes to HEIs and the wider public
- the HEI's right to provide feedback in relation to the Review Panel's draft report.

⁵ The Teaching Council currently makes information routinely available to the public in relation to its functions and activities and, in line with that practice, Review Panel reports which have been adopted by Council will be made available on the Council's website, www.teachingcouncil.ie

The FOI Act is designed to allow public access to information held by public bodies which is not routinely available through other sources and access to documentation submitted by HEIs as part of the review and accreditation process may be sought in accordance with that Act. The Teaching Council complies fully with the terms of the FOI Act. It should be noted that access to information under the FOI Act is subject to certain exemptions and one or more of those exemptions may apply in relation to some or all of the documentation submitted.

3 Inputs, Processes, Outcomes

In planning for its role in review and accreditation, the Teaching Council has been mindful of the international experience in this area, based on the review of research on the continuum of teacher education which was carried out on its behalf. The research pointed to significant differences in the review and accreditation processes used from country to country. In some countries, for example, review and accreditation is based primarily on an assessment of the programme having regard to inputs (resources, staff qualifications, hours spent on academic and professional education and on school placement, etc.). In others, outcomes (learning outcomes/standards) are taken into account. In its reviews, the Teaching Council will consider inputs and outcomes since both have an important bearing on the quality of teacher education being provided. Furthermore, the Council is conscious of the role of initial teacher education as a vital formative process, quite apart from the inputs to or outcomes of that process. Therefore, the Teaching Council's review model will also be informed by the process aspects of initial teacher education.

The Council's inputs, processes and outcomes criteria are set out in *Initial Teacher Education: Criteria and Guidelines for Programme Providers*, August 2011.

4 The Review Panel

Where a review of a programme is to take place, the Teaching Council will establish a Review Panel to carry out that review and to make a recommendation to the Teaching Council in relation to accreditation of that programme.

4.1 Composition of the Review Panel

A Review Panel will normally consist of no more than seven people and will be supported in its work by a member of the Teaching Council staff. The composition of the panel will normally be as follows:

- an independent Review Panel Chairperson with expertise in teacher education
- an experienced teacher educator from another jurisdiction
- a member of the Teaching Council
- the Director of the Teaching Council or his/her nominee
- a person with expertise in the support and/or evaluation of teaching and learning at school level in the sector/subject in question.
- a person with experience of accreditation processes in another system⁶
- a registered teacher.

Persons being considered for Review Panel membership will be requested to provide details of their experience and expertise. In order to ensure no conflict of interest exists in the deployment of Review Panel members for the review of particular programmes, potential panel members will be requested to set out any connections they have, or have had, with any HEI in the State.

In the case of concurrent post-primary programmes, relevant external expertise may be engaged to support the Review Panel for the purposes of evaluating specialist subject context.

The composition of Review Panels will be subject to ongoing review.

⁶ Accreditation processes in another system typically include those processes of other professional bodies in Ireland and those of Teaching Councils in neighbouring jurisdictions.

4.2 Role of the Review Panel Chairperson

The Review Panel Chairperson will:

- visit the HEI to outline the role of the Teaching Council and set out the review and accreditation process
- brief the Review Panel
- chair the Review Panel meetings
- liaise with the Review Panel and the programme provider in the development of the visit schedule
- verbally report the Review Panel's findings to the programme provider
- prepare a draft of the Review Panel report in consultation with the Teaching Council's Director and forward it to Review Panel members for comment and agreement
- forward the draft report to the Council's Director, who in turn will forward it to the HEI for feedback
- following consideration of feedback from the HEI, and the response to same by the Review Panel members, prepare the final draft report in consultation with the Council's Director and circulate to the Review Panel
- submit the report to the Teaching Council for adoption in advance of publication on the Council's website.

4.3 Responsibilities of Review Panel members

The responsibilities of Review Panel members will include:

- analysing documentation provided by the HEI
- participating in the Review Panel meetings and programme visit
- contributing to the Review Panel recommendation and report
- commenting to the Chairperson on any feedback submitted by the HEI in relation to the draft report
- agreeing the final Review Panel report.

4.4 Reporting structure between the Review Panel and the Council

A member of the Council and the Director of Council (or his or her nominee) will represent the Teaching Council on each Review Panel. The Review Panel's final draft report will be made available to the Council for adoption once the Review Panel has agreed it.

5 HEI Documentation

It is the responsibility of the HEI to make available to the Teaching Council such documentary evidence about the programme being reviewed as it considers necessary to demonstrate that the programme is appropriate for accreditation. It should be noted that all documentation must be received by the Teaching Council by the agreed deadline, which will normally not be less than eight weeks prior to the Review Panel's visit to the HEI.

In submitting documentary evidence, HEIs are required to do so using the Pro Forma which has been produced for that purpose (*Initial Teacher Education: Pro Forma for the submission of existing programmes for review and professional accreditation by the Teaching Council*).

The Pro Forma is available to download from www.teachingcouncil.ie

6 Visits to HEIs

A key element in the review process will be the visit to HEIs by the Review Panel. This will normally take place in two phases, the first of which will involve a visit to schools where the school placement is taking place. Subject to agreement between the programme provider and the Teaching Council, supplementary visits may be arranged. These will be conducted by at least two people from the Review Panel referred to in 4.1 above.

6.1 Advance notification

Normally, at a time not less than six months in advance of the visit, the Director of the Council will write to the HEI:

- advising that a review is being initiated and that the Review Panel Chairperson will be in contact to arrange a preliminary visit and
- requesting the submission of the required documentation by a given deadline.

(The letter will enclose a copy of this strategy and of the Council's review and accreditation criteria, as published in *Initial Teacher Education: Criteria and Guidelines for Programme Providers*).

This letter will be copied to the Dean of Faculty/Head of School/Head of Department/Programme Director, as appropriate.

The Chairperson of the Review Panel will then write to the HEI to arrange a preliminary meeting and agree the participants at that meeting.

6.2 Preliminary meeting

Further to the Review Panel Chairperson's letter, as set out in 6.1. above, a preliminary meeting will take place at which:

- the Chairperson and the Teaching Council Director outline the role of the Teaching Council and set out the review and accreditation process
- the Chairperson and the Teaching Council Director will outline: the purpose of the Review Panel visit and the various activities generally included as part of the visit; the documentation to be made available during the visit; the facilities the HEI is expected to make available during the review process; and the categories of persons the HEI is expected to make available for interview during the visit
- the HEI is afforded an opportunity to raise any contextual issues which should be borne in mind by the panel
- the dates of the visit are formally agreed, including the dates on which the school placement element of the visit will be conducted.

At the preliminary meeting or as soon as possible thereafter, the Director will notify the provider of the names of panel members, highlighting their experience and expertise that is of relevance to the review.

6.3 Visit schedule

Normally, a representative (or representatives) of the HEI will attend for part of the first meeting of the Review Panel at which time panel members will indicate their preferences with regard to the type of activities they wish to observe/experience, and the visit schedule will be discussed and drafted. Subsequent to that meeting, the Director of the Council (or his or her nominee), in consultation with the Review Panel Chairperson, will liaise with the provider with a view to finalising the schedule not less than three weeks before the visit.

6.4 Visit activities

Typically, a visit to a HEI will last three days. An indicative list of visit activities is set out below:

- brief meeting with President of the HEI
- meeting with the Dean of Faculty/Head of School/Head of Department/Programme Director
- meeting with academic and administrative coordinators of the school placement
- meeting with programme staff and introduction to work in progress
- meeting with school placement tutors to discuss their role as mentors and evaluators
- inspection of programme facilities
- meeting with a sample of student teachers in all years to discuss their experience of the programme
- meetings with/surveys of recently qualified teachers⁷ (qualified from the programme in the previous five years) to ascertain their opinions on the extent to which the programme prepared them for their first years of teaching
- meetings with/surveys of Principals⁷ in schools where newly qualified teachers from the programme have been employed or where student teachers have completed the school placement (so as to ascertain their opinions on the HEI/school partnership and the extent to which the programme is preparing students for their first years of teaching)
- meetings with external examiners⁷ and/or review of their reports
- observation of a sample of lectures, seminars or tutorials which may be taking place, with a view to gaining a “snap-shot” of teaching and learning in process including the following aspects:
 - student/lecturer interaction;
 - the use of available resources and facilities in a lecture/work-shop situation;

⁷ HEIs should supply lists of external examiners, recent graduates and employers of recent graduates, from which a random selection will be made by the Review Panel

-
- the modelling, where appropriate, of active learning methodologies;
 - student participation and engagement with the programme.

 - consideration of documentation including portfolios, written assessments, dissertations and examination scripts, other quality reviews, reports of external examiners, etc.
 - visits to schools where a student/students from the programme are on placement⁸ with a view to gaining a “snapshot” of the placement experience, with particular reference to:
 - the contribution of the school placement to programme aims
 - the nature of the school/HEI partnership
 - the role of the school principal
 - the role of the cooperating teacher
 - the role of the tutor and the nature of the support/feedback available to students
 - the overall process, as experienced by the student teacher

 - meeting with programme staff to present preliminary findings.

Where lectures/tutorials are observed by Review Panel members and/or visits to placement schools take place, the prompt sheets used to guide the observations/visits will be made available to the HEI in advance.

6.5 Facilities required by Review Panel during a visit

In order to facilitate the visit by the Review Panel, HEIs are asked to make the following facilities available for the duration of the visit:

- a private meeting room for use by the Review Panel with telephone and email access and facilities for viewing student work presented in electronic format
- refreshments for the Review Panel members in the meeting room
- a member of staff nominated as facilitator/guide for the Review Panel for the duration of the visit.

⁸ The visit to schools to observe the placement will normally be scheduled separately, over a period of one to two days.

7 Reporting

7.1 Reporting process

- At the end of the visit, the Review Panel Chairperson will make a verbal presentation outlining the preliminary findings of the panel following its visit. This verbal report will adhere to the template which is included in Appendix 2.
- Following the visit, the Review Panel Chairperson will prepare a draft report in consultation with the Teaching Council's Director and forward it to Review Panel members for comment and agreement. Where more than one programme is being reviewed in the course of the visit, separate reports will be prepared in relation to each.
- The Review Panel Chairperson will send a copy of the draft report, as agreed by the Review Panel, to the Director of the Council who will forward it to the President of the HEI, with a request to respond within one month with feedback and confirmation of matters of fact and accuracy. The draft report will be copied to the Dean of Faculty/Head of School/Head of Department/Programme Director, as appropriate.
- The Director will send any feedback received to the Review Panel Chairperson who in turn will forward same to the Review Panel members for their comments.
- Following consideration of feedback, the Review Panel Chairperson will prepare the final draft report in consultation with the Council's Director.
- The final draft report will be presented to the Teaching Council for adoption in advance of publication.
- The Director will send a copy of the adopted report to the programme provider (for the attention of both the President of the HEI and the Dean of Faculty/Head of School/Head of Department/Programme Director) and the members of the Review Panel, for their information.
- The programme provider will be awarded the Council's professional accreditation mark, where appropriate, and the Minister for Education and Skills will be advised of this.
- The report will be published on the Council's website. The publication of the report will not take place until such time as the period allowed for notification of intention to appeal has expired and no such notification has been received by the Council, or an appeal has been adjudicated upon.
- A list of all accredited programmes will be published on the Council's website.

7.2 The report

A Review Panel report will cover, inter alia, and in the following sequence:

- the background to the review including reference to this strategy document
- a statement with regard to the publication of the report on the Council's website, www.teachingcouncil.ie
- an overview of the review process including the dates of the visit and details of Review Panel membership
- an outline of the documentation considered as part of the review process
- details of the activities undertaken as part of the review visit
- a clear recommendation as to whether Teaching Council accreditation of the programme should be granted and, if so, the number of years for which this accreditation will apply. Maximum = five to seven years.
- details of commendations, if any, being made
- details of recommendations, if any, being made
- details of stipulations, if any, being made
- details of any wider issues to which the panel wishes to draw the Teaching Council's attention.

8 Appeals

A HEI may appeal a decision of the Teaching Council in relation to accreditation, where the provider believes that one or more of the following circumstances can be shown to apply:

- that a Review Panel did not make reasonable efforts to carry out its duties in accordance with the general principles set out in section 2 of this document, and/or
- that a Review Panel did not make reasonable efforts to adhere to the review procedures set out in this document, and/or
- that the written report arising from a review did not comply with 7.2 of this document.

Such an appeal must be made in accordance with the procedures set out in 8.2 below.

A HEI wishing to appeal must notify the Council of its intention to do so within 30 working days (excluding July/August) of the date of issue of the final report. Appeals will be considered where they are made within three months of the date of issue of the final report (excluding July and August). For the purposes of the appeals procedure, the relevant date is that on which the report is despatched from the Teaching Council.

8.1 Appeals Panel

The appeal will be adjudicated upon by an Accreditation Appeals Panel, appointed by Council. No person who is a member of the Review Panel whose recommendation is the subject of the appeal may be a member of an Appeals Panel. The Appeals Panel shall include:

- one member of the Teaching Council,
- one member of a Teaching Council in another jurisdiction

AND

- one external expert from an equivalent teacher education programme.

At least one member of the Appeals Panel must be a person with experience of accreditation processes in another jurisdiction.

8.2 Procedure

- The HEI should submit in writing the grounds for the appeal, providing documentary evidence where relevant. Appeals should be addressed to the Director of the Teaching Council and marked “Review and Accreditation Appeals”.
- The Appeals Panel will consider the appeal and seek clarification, as appropriate, from the members of the Review Panel. Representatives of the HEI, which is the subject of the appeal, have the right to present their case to the Appeals Panel in person.
- In light of the material presented, the Appeals Panel will undertake a review of the original recommendation and present its findings to the Teaching Council for adoption. The decision of the Appeals Panel is final.
- The HEI will be notified of the outcome of the appeal.

9 Accreditation fees

A schedule of fees payable by HEIs participating in the accreditation process is available on the Teaching Council's website, www.teachingcouncil.ie

10 Ongoing Review of this Strategy

This strategy will be reviewed on an ongoing basis and updated or amended as appropriate.


Appendix 1

Functions of the Teaching Council in Relation to the Continuum of Teacher Education

Section of the Act	Function of the Council
7(2)(f)	Establish procedures in relation to the induction of teachers into the teaching profession.
7(2)(g)	Establish procedures and criteria for probation of teachers including periods of probation.
7(2)(h)	Advise the Minister in relation to: <ul style="list-style-type: none">– the minimum standards of educational qualifications required for entry into programmes of teacher education and training– the professional development of teachers.
7(2)(m)	Review and accredit programmes of teacher education and training for the purposes of registration.
38(1)	<ul style="list-style-type: none">– Review and accredit the programmes of teacher education and training provided by institutions of higher education and training in the State– Review the standards of education and training appropriate to a person entering a programme of teacher education and training– Review the standards of knowledge, skill and competence required for the practice of teaching, and shall advise the Minister and, as it considers appropriate, the institutions concerned and– Consult with the Minister and with such institutions of higher education and training in the State as it considers appropriate for the purpose of the performance of its functions [under this section].
39	<ul style="list-style-type: none">– Promote the continuing education and training and professional development of teachers– Conduct research into the continuing education and training and professional development of teachers and ... publish the findings arising out of such research in such form and manner as [it] thinks fit– Promote awareness among the teaching profession and the public of the benefits of continuing education and training and professional development– Review and accredit programmes relating to the continuing education and training of teachers– Perform such other functions in relation to the continuing education and training and continuing professional development of teachers as may be assigned to the Council by the Minister.

Appendix 2


Template of Verbal Report




AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

Review and Accreditation of the [Name of Programme]
[Name of HEI]

[Name of Chairperson]
[Date of Verbal Report]




1




AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

Documentation

This slide may be included where the panel wishes to comment on the range or depth of the documentation which was submitted.




2




AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

The Visit

This slide may be included where the panel wishes to comment on the visit, including the visit to schools.




3




AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

Commendations

This slide may be included where the panel wishes to highlight and affirm areas of particular strength which it has identified.



4




AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

Overall Finding

This slide sets out what the panel expects its overall finding to be, at this stage in the process. The Chairperson will emphasise that this finding is a preliminary finding which may be subject to change, based on further reflection and discussion.

The overall finding may be one of the following three options:

- Accreditation (possibly with recommendations)
- Accreditation with stipulations
- Deferral of accreditation.



5




AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

Recommendations

This slide sets out what the panel expects its recommendations (if any) to be. The Chairperson will outline the recommendations in broad terms and emphasise that they are preliminary and may be subject to amendment/refinement, based on further reflection and discussion.




6




AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

Stipulations

This slide sets out what the panel expects its stipulations (if any) to be. The Chairperson will outline the stipulations in broad terms and emphasise that they are preliminary and may be subject to amendment/refinement, based on further reflection and discussion.




7




AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

Deferral of Accreditation

In the event that the panel is proposing to recommend a deferral of accreditation, this slide would set out, in broad terms, the areas of concern to the panel.




8




AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

National Issues

This slide may be included where the panel wishes to comment on, or make recommendations to the Teaching Council, in relation to broad issues it has identified which are not peculiar to the programme being reviewed but which merit further debate/consideration at national/policy level.




9




AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

Next Steps

At this stage, the Chairperson reminds the provider of the next steps in the review and accreditation process.




10



AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

Thank You



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