Name of HEI

An Chomhairle
Mhúinteoireachta
The Teaching Council

Pro Forma

For the submission of programmes for review and professional accreditation by the Teaching Council

Introduction

Applying for Accreditation

This pro forma requires providers to map the programme against each of the Standards outlined in *Céim: Standards for Initial Teacher Education*. A pro forma must be completed in respect of each programme for which accreditation is being sought. Please ensure to carefully read *Céim* and keep it alongside as a reference point throughout.

The pro forma

The pro forma is to be used by both initial teacher education providers and Review Panels in conjunction with *Céim*: *Standards for Initial Teacher Education.* Through the pro forma, the Council seeks information tailored to the particular *Céim* standard, in a format that is consistent to all providers, that makes programme information explicit and easily accessible to Review Panels. It is structured as follows:

1   Text boxes for discussion-based answers e.g. conceptual framework

2) Toolkits for quantifiable and factual data e.g. resourcing

3) Appendices to allow providers upload documents in formats that are individual to their institution e.g. staff development policies, budget outline.

The completed pro forma will be read by an independent Review Panel appointed by the Teaching Council to review the programme. It is the responsibility of programme providers to provide the Teaching Council with such information about the programme being reviewed as it considers necessary to demonstrate that the programme satisfies the accreditation standards as outlined in *Céim.*

Data Collection

The programme content data provided on this pro forma and associated appendices and toolkits as well as data gained during the accreditation process may be aggregated and used by the Teaching Council for research and reporting purposes.

The Teaching Council is the professional standards body for the teaching profession, which promotes and regulates professional standards in teaching. Personal Data is collected in this process for the purposes of verification of specific requirements for the professional accreditation process. Further information is available in our Privacy Policy.

Notes for completing the Pro Forma:

In completing this pro forma, HEIs should have regard to the following Council publications:

✔ *Céim: Standards for Initial Teacher Education*

✔ *Guidelines on School Placement, 2013*

✔ *Teaching Council Subject Requirements (Post-Primary) For persons applying for registration on and after 1 January 2023*

✔ *Code of Professional Conduct for Teachers*

✔ *Policy on the Continuum of Teacher Education*

The pro forma and toolkits can be downloaded and completed offline. Completed forms and documentation must be uploaded to the allocated Sharepoint folder for submission to the Council.

Generally, providers need only provide one example of quality evidence sufficient to meet the Programme Standards and do not need to reference every single instance where a standard is addressed.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template. Evidence must be provided as an example (with an embedded link to any uploaded supporting documentation) on the pro forma document, completed on the toolkit, or uploaded as a numbered appendix as indicated.

Providers must ensure that there is coherence and consistency between the information provided on the pro forma, toolkits and the appendices e.g. book of modules.

This pro forma is colour-coded to assist HEIs providers in identify which sections are appropriate to post-primary only, primary only, or both sectors.

Blue sections must be filled in by all sectors

Orange is for primary only

Green is for post-primary only

The following toolkits must be completed as part of the application for accreditation:

✔ **Toolkit A:** Programme Duration & Balance

✔ **Toolkit B:** Core Elements

✔ **Toolkit C:** Subject Specification Form(s)

✔ **Toolkit D:** Staffing

✔ **Toolkit E:** Comply/Explain (only where necessary)

✔ **Toolkit F:** School Placement Declaration & Toolkit

Providers must upload the following information as numbered Appendices:

✔ **Appendix 1:** Book of Modules (Please refer to Guide to Appendix 1, Module Descriptors which outlines the information that module descriptors must include)

✔ **Appendix 2:** Evidence of Academic Accreditation

✔ **Appendix 3:** Staff Development Policies

✔ **Appendix 4:** Budget Outline

✔ **Appendix 5:** School Placement (Activities, Taisce, Research, Handbook)

✔ **Appendix 6:** Programme Handbook

The term 'pupils' denotes students at primary and post-primary.

Where 'shall' is referenced in *Céim*, this is a mandatory requirement. Where 'should' is referenced in *Céim*, the Council expresses an 'ideal scenario' but recognises that certain challenges may arise in its implementation. Where the ideal scenario may not be achieved, the provider will be required to explain why via the comply/explain process. **Toolkit E** may be used for this purpose (as necessary).

Application details:

Name of Institution:

Address:

Date of Submission:

Electronic Signature of Head of Education:

Contact details:
Please include name, title, mailing address, telephone number and email address for:

1) Head of Education

Name:

Address:

Tel:

email:

2) Liaison person as nominated by the Head of Education, if applicable.

Name:

Address:

Tel:

email:

Programme location(s):

Include site(s) and addresses including satellite campuses. Identify which programme(s) are offered at each satellite campus.

Application type	New programme
	Existing programme (cycle 2 accreditation)
	Material change (please use the Material change form)
	Addition to accredited programme (please use the Addition to Accredited Post-Primary Programme form)

Accreditation fee	50% of the estimated fee for accreditation must be paid after the submission of the pro forma and before the accreditation process commences. The remainder must be paid on completion of the accreditation process.

PAC/CAO Entry code(s):	

Programme Standard 1: Programmes shall have received academic accreditation prior to being submitted to the Teaching Council for professional accreditation.	**Please <u>do not proceed</u> with the application without providing evidence of academic accreditation.** Please upload evidence of academic accreditation as Appendix 2.

Programme details

Demonstrate how the programme complies with the relevant requirements of the Teaching Council registration regulations by completing the table below:

Title of programme:

Title of award:
e.g. BEd …, PME …

Level of National Qualifications Framework at which award is made:

Number of overall credits attaching to the award
(breakdown between teacher education and subject components will be requested in a later table):

Type of programme: Consecutive   Concurrent

Duration of programme: *[Concurrent programmes shall be a minimum of four years duration and consecutive programmes shall be a minimum of two years duration.]*

Curricular subject methodologies:
(this applies to **post-primary consecutive** programmes only)

[List the methodology module titles here. Evidence for this will be submitted in a later table].

Curricular subject(s) for accreditation (this applies to **post-primary concurrent** programmes only):	Subject 1:	Subject 2:
	Subject 3:	Subject 4:
	Subject 5:	Subject 6:

Table of Contents

Section 1

1.1.2 Conceptual Framework

Please provide **one example** that best showcases where the programme meets the Programme Standards, evidenced with an embedded link to any uploaded supporting documentation.

Programmes of ITE shall be supported by a clearly defined conceptual framework. Please outline the conceptual framework here and demonstrate how it:	*Max character count is 10,000 (approximately 950 words). Provide one example – insert response here.*
• is developed in the context of the provider's mission and ethos,	
• is informed by research, the Council's *Policy on the Continuum of Teacher Education* and the *Code of Professional Conduct for Teachers,*	
• identifies the HEI's principles, beliefs and values about education, teacher education, and teaching and learning.	
	Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

BLUE SECTIONS MUST BE FILLED IN BY ALL SECTORS	**Demonstrate how the conceptual framework:** • Provides a rationale for the model of ITE (concurrent or consecutive) which has been adopted, • enables student teachers while on placement to demonstrate the link between the sites of practice (HEI and school), • reflects that school placement is the fulcrum of the continuum of teacher education, • shows how key themes are revisited over the programme.	*Max character count is 10,000 (approximately 950 words). Provide one example – insert response here.* *Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.*

Demonstrate how the professional studies aspect of the programme gives student teachers sufficient opportunities to actively learn from practising teachers about relevant and innovative methodologies, appropriate to their practice. This does not refer to engagement with *Treoraithe* while on school placement.	*Max character count is 3500 (approximately 300 words). Provide one example – insert response here.* *Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.*

1.1.3 Programme Aims

Please provide one example that best showcases where the programme meets the Programme Standards, evidenced with an embedded link to any uploaded supporting documentation.

Clearly define the aims of the programme, demonstrating where the aims are closely aligned with the conceptual framework and reflected in specific learning outcomes.

Max character count is 4600 (approximately 500 words). Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

BLUE SECTIONS MUST BE FILLED IN BY ALL SECTORS	**Demonstrate how the programme** • caters for curriculum development, to include the learning outcomes-based curricula and national priorities.	*Max character count is 4100 (approximately 400 words). Provide one example – insert response here.* *Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.*

Demonstrate how the programme:	*Max character count is 6800 (approximately 750 words). Provide one example – insert response here.*
• will enable newly qualified teachers to facilitate quality teaching and learning for all pupils,	
• prepares student teachers for teaching, learning, reflective practices, and assessment in their schools, and prepares them for entry to their professional role,	
• fosters student teachers' agency and mind-set to be open to professional growth and learning over the course of their careers, to reflect on their own professional learning and that of their pupils, and to support their pupils in achieving their full potential.	
	Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

1.1.4 Programme Duration and Balance

Using Toolkit A, demonstrate:

- that concurrent programmes shall be a minimum of four years duration and consecutive programmes shall be a minimum of two years duration,
- how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure,
- the balance between the various areas of study in terms of time and resources and the proportion of credits allocated to them. Please refer to *Céim* for the minimum ECTs required.

Demonstrate how:

- all areas of study shall be relevant to students' future work as teachers,

- the programme will facilitate student teachers' personal development, their growth and wellbeing into their professional role, enabling them to become responsible, trustworthy, and reflective practitioners.

- the programme prepares student teachers for life in the classroom and for active engagement in teaching within a professional learning community reflecting the core values of trust, care, respect and integrity.

Please provide one example below that best showcases where the programme meets the Programme Standards, evidenced with an embedded link to any uploaded supporting documentation.

Max character count is 6800 (approximately 750 words). Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

Supporting evidence

Toolkit A) Programme duration and balance.

1.1.5 Tréimhse Foghlama sa Ghaeltacht

This section is only relevant to primary programmes.

1. Using the table below, demonstrate how primary consecutive and concurrent programmes shall provide for an immersive educational programme through the medium of Irish in a Gaeltacht setting of a minimum four weeks duration. This may be accessed in two blocks – each of which shall be at least two weeks duration.

Timing in programme e.g. Year 1, Year 2	Duration	Location

Demonstrate how:

- the HEI ensures the tréimhse follows *Na Siollabais Oifigiúla do na Tréimhsí Foghlama sa Ghaeltacht do Mhic Léinn Oideachais.* Describe the process the HEI goes through to ensure the tréimhse makes adequate provision to include the diversity of learners in the student teacher population,

- the programme of ITE allows the student teacher to build on their Taisce by using the F*illteán Foghlama* developed during their *Tréimshí*, which shall be of relevance to the professional studies aspects of the programme of ITE,

- the ITE programme content provides opportunities for student teachers to meaningfully integrate their experience into their learning in the HEI.

Please outline any other innovative measures the HEI has put in place to support student teachers in enhancing their understanding of teaching in Gaeltacht and Irish-medium schools

Please provide one example that best showcases that best showcase where the programme meets the Programme Standards, evidenced with an embedded link to any uploaded supporting documentation.

Max character count is 6800 (approximately 750 words). Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

1.1.6 Integration and Diversity of Programme Content

Demonstrate how:

- foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice,

- the programme design follows a spiral learning approach,

- the programme allows student teachers to experience a variety of teaching, learning and assessment modes,

- small group work and tutorials are a central feature of the programme,

- the programme provides opportunities for individual and collective reflection by student teachers and programme staff.

Please provide one example that best showcases where the programme meets the Programme Standards, evidenced with an embedded link to any uploaded supporting documentation.

Max character count is 10000 (approximately 900 words). Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

Complete the **'Aptitude test' declaration form** below to confirm that the programme design allows for the provision of 'aptitude tests' for teachers who have qualified outside of the State.

I declare that the programme design for the programme of Initial Teacher Education in

_____,

for which I have submitted an application for accreditation, does allow for the provision of aptitude tests as set out in the Teaching Council document *Céim: Standards for Initial Teacher Education.*

The aptitude tests are being provided by

.

OR

Electronic signature
_____
Head of Education

Date

I declare that the programme design for the programme of Initial Teacher Education in

,

for which I have submitted an application for accreditation, does allow for the provision of aptitude tests as set out in the Teaching Council document *Céim: Standards for Initial Teacher Education*.

The aptitude tests are being provided by

in collaboration with

.

OR

Electronic signature
_____
Head of Education

Date

I declare that the programme design for the programme of Initial Teacher Education in

, for

which I have submitted an application for accreditation, does allow for the provision of aptitude tests as set out in the Teaching Council document Céim: *Standards for Initial Teacher Education.*

The aptitude tests are being provided on behalf of

by

.

OR

Electronic signature
_____
Head of Education

Date

I declare that the programme design for the programme of Initial Teacher Education in

, for

which I have submitted an application for accreditation, does allow for the provision of aptitude tests as set out in the Teaching Council document *Céim: Standards for Initial Teacher Education.*

The aptitude tests are being provided on behalf of

by

in collaboration with

Electronic signature
_____
Head of Education

Date

1.1.7 Required Areas of Study

Foundation studies

Demonstrate how the Foundation Studies elements of the programme:

- provides research-informed insights to support student teachers' understanding of the practices of teaching, learning and assessment for all pupils,

- provides the basis of a strong professional ethic in teaching and learning,

- includes curriculum studies, the history and policy of education, philosophy of education, psychology of education, sociology of education,

- enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it,

- explores key dimensions of the professional context in which the thinking and actions of teachers are carried out.

Please provide one example that best showcases where the programme meets the Programme Standards, evidenced with an embedded link to any uploaded supporting documentation.

Max character count is 10000 (approximately 900 words). Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

Professional studies

Demonstrate how the Professional Studies elements of the programme:

- develops the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge,

- ensures that opportunities shall be provided for students to experiment with and explore new and emerging technologies for teaching and learning throughout their initial teacher education,

- advances the communicative skills of student teachers,

- ensures that teaching itself is understood and practised as a form of self-critical learning by student teachers, with ample opportunities for individual and collaborative reflection, and engagement in and with research.

- develops the adaptive expertise of student teachers.

Max character count is 10000 (approximately 900 words). Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

School placement

Demonstrate how the school placement provides opportunities for student teachers to:

- experience a high support/high challenge model of placement,

- engage in research on their own practice that demonstrates the connection between the sites of practice (HEI and school),

- plan for, and undertake, class teaching, learning and assessment using a wide range of strategies in a diversity of class settings and subject levels,

- establish classroom management strategies that support suitable and effective learning for all pupils and that promote and maintain positive behaviour,

- observe experienced teachers teaching,

- be involved in a wide range of school activities,

- reflect critically on their practice and programme of study and how both inform and shape each other,

- receive and respond to feedback on their practice,

- identify areas for further professional learning for Droichead.

Max character count is 10000 (approximately 900 words). Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

Core elements of programmes of ITE

All ITE programmes shall include the specific elements set out hereunder on an equitable basis.

These elements shall underpin all aspects of programmes of ITE.

Using Toolkit B) Core Elements please address how the programme design is underpinned by these specific elements.

1. **Inclusive Education**
2. **Global Citizenship Education**
3. **Professional Relationships and working with parents**
4. **Professional identity and agency**
5. **Creativity and Reflective practice**
6. **Literacy and Numeracy**
7. **Digital Skills**

Supporting evidence

Toolkit B) Core Elements

Primary programmes

Demonstrate how the primary level ITE programme addresses:

Gaeilge

Response should include how confidence and competence in Irish is developed (in addition to language learning as part of the *Tréimhse Foghlama sa Ghaeltacht)*.

Max character count is 4600 (approximately 500 words (Gaeilge)).
Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

Early Childhood Education

Response should include how early childhood education module(s) explore the relationship between young children's (birth to six years) development and learning and how this informs the programme of initial teacher education (primary).

Max character count is 4600 (approximately 500 words (ECE)). Provide one example – insert response here.

Post-primary programmes

Demonstrate how:

- Subject discipline components in post-primary programmes of ITE include subject specific curricular studies and pedagogies (methodologies).

(Please link to relevant module descriptors in the Book of Modules uploaded as Appendix 1.)

Max character count is 4600 (approximately 500 words per curricular subject). Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

For concurrent programmes, state that the programme addresses curricular subject criteria registration requirements by completing Toolkit C) Subject Specification (SSF) for each relevant subject.

For consecutive programmes, confirm that entry selection processes are aligned with the Council's curricular subject specific registration requirements.	Yes	No

Supporting evidence

Upload as Appendix 1: Book of Modules
Toolkit C) Subject Specification Forms (complete relevant subjects)

1.1.8 Learning and Assessment Strategies

Assessment of student teachers

Demonstrate:

- how the principles, beliefs and values about teaching, learning and assessment which are set out in the conceptual framework are evident in the teaching, learning and assessment modes used in the programme,

- the relationship (constructive alignment) between the learning opportunities and the assessment criteria which student teachers are expected to meet,

- how the assessment processes and procedures are coherent and integrated using a variety of assessment modes.

Please provide one example that best showcases where the programme meets the Programme Standards, evidenced with an embedded link to any uploaded supporting documentation.

Max character count is 6800 (approximately 750 words). Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

Assessment of pupils

Demonstrate how student teachers are supported to develop:

- strategies to support, monitor and holistically assess pupils' approaches to learning and their progress – including effective feedback techniques,

- strategies for formative and summative assessment.

Please provide one example that best showcases where the programme meets the Programme Standards, evidenced with an embedded link to any uploaded supporting documentation.

Max character count is 6800 (approximately 750 words). Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

Section 2

1.2.2 Staffing

Use Toolkit D) Staffing to demonstrate:

- programme staff qualifications and experience,
- that from May 2022 at least 50% of all School Placement Tutors are registered as teachers with the Teaching Council,
- the staff distribution mechanisms the HEI has in place to show that prior to qualification, while on school placement a student teacher shall be summatively assessed at least once by a registered teacher, during their programme of initial teacher education,
- how the staff: student ratio for programmes of ITE (15:1) is achieved.

Upload (as Appendix 3) the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including that relating to reflective practice, research, curriculum development, inclusive education and professional development.

Supporting evidence

Toolkit D) Staffing

Toolkit D) SSR Excel Calculator

Toolkit E) Comply/Explain (to be used as necessary)

Upload as Appendix 3: Staff Development Policies

1.2.3 Facilities

Appropriate facilities should be available to support research, teaching and learning.

Please outline the resources available to students using the table below:

BLUE SECTIONS MUST BE FILLED IN BY ALL SECTORS				
	Eg, libraries, including resources in Gaeilge and MFL as appropriate			
	Language laboratories			
	Digital Technology resources			
	Science/ Sport/Art /workshops/ home economics resources, as appropriate			
	Silent & Group Research Spaces			
	Science labs			
	Microteaching labs			
	Other Specialist Space/facility			
	Outdoor and play spaces (primary only)			

1.2.4 Student Support and Guidance Systems

- Please outline the provisions that are in place for the personal and social development and pastoral care of student teachers.

- Demonstrate how a student teacher might transfer to an alternative programme, where feasible, and to carry credits in so doing, with due regard to the exit award arrangements already in place in the HEIs.

Please provide one example that best showcases where the programme meets the Programme Standards, evidenced with an embedded link to any uploaded supporting documentation.

Max character count is 4600 (approximately 500 words). Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

Supporting evidence

Toolkit E) Comply/Explain (to be used as necessary)

1.2.5 Communication and Decision-making Structures

Please provide one example that best showcases where the programme meets the Programme Standards, evidenced with an embedded link to any uploaded supporting documentation.

• Outline the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes.	*Max character count is 3500 (approximately 300 words). Provide one example – insert response here.* *Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.*
• The Education Department should be represented on the HEI's Academic Council and should seek representation on the Governing Body, or equivalent. Please outline the Education Department's current status in relation to this.	*Max character count is 3500 (approximately 300 words). Provide one example – insert response here.* *Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.*

Supporting evidence

Toolkit E) Comply/Explain (to be used as necessary)

1.2.6 Financial Resources

Programmes shall be adequately resourced to ensure that programme aims are met. At a minimum the budget for the Education Department shall reflect the funding model used by the Higher Education Authority.

Please upload as Appendix 4 an outline of a budget that allows for, and reflects, the nature of a programme of teacher education which includes school placements and a range of facilities and equipment to support practical professional activities.

Supporting evidence

Upload as Appendix 4: Budget outline

Section 3

School Placement

The *Guidelines on School Placement* should be read before completing this section of the form.

- Describe the school placement model and the school-HEI partnership.

- Describe how school placement is coordinated and planned (e.g., the timing of the placement in the school calendar, and the stage the student teacher is at on the initial teacher education (ITE) programme).

- Outline the teaching enrichment and mentoring support offered to students who fail a module of school placement before being afforded not more than one opportunity to repeat that placement, with due regard to the institution's fitness to practice code.

Please provide one example that best showcases where the programme meets the Programme Standards, evidenced with an embedded link to any uploaded supporting documentation.

Max character count is 10000 (approximately 900 words). Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

> **Note:** the duration and balance toolkit outlines how the school placement is in compliance with the Teaching Council's requirements as set out in *Céim: Standards for Initial Teacher Education* (Table 1).

1   Complete **Toolkit F) School Placement declaration** to:

- Confirm that placement periods shall take place only in schools that are recognised in accordance with Section 10 of the Education Act, 1998.

- Confirm the HEI assumes overall responsibility for the placement of student teachers.

- Confirm that the programme meets the requirement of a minimum of two placement settings.

2   Using **Toolkit F) School Placement,** list:

- the school-based and HEI-directed activities that will be included as part of the placement experience, as outlined in the *Guidelines on School Placement* and regarding the stage the student teacher is at on the programme of ITE.

- the Taisce activity undertaken in each module of school placement.

- where, during at least one school placement module, the student teacher shall engage in research on their own practice that demonstrates the connection between the sites of practice (HEI and school).

3   Upload as **Appendix 5** examples of:

- the school-based and HEI-directed activities that will be included as part of the placement experience, as outlined in the *Guidelines on School Placement* and regarding the stage the student teacher is at on the programme of ITE.

- the approaches the HEI is utilising to enable the student teacher while on placement and through the use of their Taisce to demonstrate an understanding of inclusive education and an understanding of working with parents.

- how student teachers can engage in research on their own practice that demonstrate the connection between the sites of practice which can align with the needs of the school, the learning needs of pupils, and the HEI-based research elements of the programme.

Demonstrate how:

- the HEI makes every effort to ensure that student teachers in post-primary are not timetabled for classes separate from the classes to which they have been assigned for the purposes of the placement. e.g. through their school placement guidelines to schools,

- over the full programme, the school-based element incorporates direct teaching experience of a minimum of 200 hours,

- the design of programmes allows for structured preparation for the school placement and collective de-briefing and reflection immediately after the placement,

- the HEI ensures the student teacher receives opportunities for systematic observation in the school, for collaborative work with school staff, and for structured participation in school life as part of the placement experience,

- multi-class and/or mixed ability teaching situations and team teaching/co-teaching situations are encouraged,

- this programme supports teachers in fostering a love and joy of learning in all learners, regardless of background and identified needs. Please provide one example that best showcases where the programme meets the Programme Standards, evidenced with an embedded link to any uploaded supporting documentation.

Max character count is 10000 (approximately 900 words). Provide one example – insert response here.

Actual evidence and/or information from within the programme documentation should not be copied and pasted into this template.

Supporting evidence

Toolkit E) Comply/Explain (as necessary)

Toolkit F) School Placement

Upload as Appendix 5: School placement handbook

Checklist

1) Form completed where indicated ☐

2) Toolkits completed

Toolkit A: Programme Duration & Balance ☐

Toolkit B: Core Elements ☐

Toolkit C: Subject Specification Form(s) ☐

Toolkit D: Staffing & Excel Calculator ☐

Toolkit E: Comply/Explain ☐

Toolkit F: School Placement Declaration & Toolkit ☐

3) Appendices uploaded

Appendix 1: Book of Modules ☐

Appendix 2: Evidence of Academic Accreditation ☐

Appendix 3: Staff Development Policies ☐

Appendix 4: Budget Outline ☐

Appendix 5: School Placement Activities, Taisce, Research, Handbook ☐

Appendix 6: Programme Handbook ☐