An Roinn Oideachais
agus Óige
Department of Education
and Youth

ITE Policy Statement 2023-2030

Phase 2 Implementation Plan 2025-2027

Prepared by the Department of Education and Youth

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List of Acronyms and Initialisms

ITE	Initial Teacher Education
DEY	Department of Education and Youth
DE	Department of Education
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
DCEDIY	Department of Children, Equality, Disability, Integration and Youth
TPJ	Teachers Professional Journey
ESRI	Economic and Social Research Institute
PATH	Programme for Access to Higher Education
NAP	National Access Plan
HEI's	Higher Education Institutes
UG	University of Galway
ATU	Atlantic Technological University
DCU	Dublin City University
UL	University of Limerick
MIC	Mary Immaculate Institute
UCD	University College Dublin
NCAD	National College Art and Design
MIE	Marino Institute of Education
UCC	University College Cork
AI	Artificial Intelligence
SEN	Special Education Need
EPSEN	Education for Persons with Special Educational Needs
RPPSG	Research, Policy and Practice Steering Group
MFL	Modern Foreign Languages

PME	Professional Master of Education
AOG	An tAonad um Oideachas Gaeltachta
AGSMB	Aonad Gaeilge i Scoileanna Mean Bearla
HEA	Higher Education Authority
DQA	Droichead Quality Assurance
OECD	Organisation for Economic Co-operation and Development
COGG	An Chomhairle Um Oideachas Gaeltachta & Gaelscolaíochta
TC	Teaching Council
SPSWG	School Placement Systems Working Group
DEIS	Delivering Equality of Opportunity In Schools
GCE	Global Competence Education
PCR	Periodic Critical Review
NTF	National Training Fund
NCCA	National Council for Curriculum Assessment
PISA	Programme for International Student Assessment
TIMMS	Trends in International Mathematics and Science Study
ERC	Educational Research Centre

PART I – Review of Phase 1 (2023-2024)

Introduction

The Initial Teacher Education (ITE) Policy Statement, published in March 2023, outlines a vision for ITE to 2030.

It focuses on:

- Attracting high-quality, diverse candidates to the teaching profession
- Recognising ITE as the foundation of a lifelong professional learning journey
- Driving continuous improvements in standards across the sector, supported by strong stakeholder collaboration

The Policy Statement sets out a three-phase implementation roadmap:

- Phase 1: 2023–2024
- Phase 2: 2025–2027
- Phase 3: 2028–2030

Phase 1 2023-2024 Implementation Plan was published alongside the Policy Statement in March 2023 with a commitment that at the end of Phase 1, to a report being published to outline progress made under Phase 1 with the intention that the focus for Phase 2 of implementation would be informed by the learnings taken from Phase 1.

This report outlines progress made under Phase 1 and identifies a Phase Implementation Plan (205-2027) which builds on lessons learned under Phase 1 while also responding to changes in the ITE operating environment since the publication of the Policy Statement in 2023. Since it was published, significant work has taken place to realise the vision set out in the Department's ITE Policy Statement. A total of 67 actions were outlined in the Implementation Plan for Phase 1 which sit under the 6 key Goals of the ITE Policy Statement. A full update on each of these actions is available at **Appendix A.**

In addition to the report on Implementation at the end of Phase 1, the 2023 Policy Statement, identified a set of Indicators against each Goal, which were intended to be used to track progress throughout the lifetime of the Phase 1 Plan. This list of Indicators is available at **Appendix E.**

ITE Policy Goals

1 Overall Progress and Achievements in Phase 1

The main achievements and insights gained from Phase 1 are dealt with in thematic high-level summary as follows.

1.1 Strong Policy and Research Foundations

Céim Accreditation Process

The Teaching Council has statutory responsibility for setting standards for initial teacher education and reviewing and accrediting programmes of ITE in line with those standards. The current set of ITE standards, Céim: Standards for Initial Teacher Education were approved and published by the Council in November 2020.The accreditation cycle under Céim commenced in 2021 and concluded in January 2024. It included the review and accreditation of all 52 programmes of primary and post-primary ITE in line with the Céim standards. All existing programmes were realigned under the Céim standards from September 2022, for first year intakes. Each programme underwent review by independent expert Review Panels, and all were subsequently considered and approved by the Teaching Council's Education Committee. All programmes met the minimum standards outlined in Céim in relation to programme design, resourcing and school placement and the seven core elements which underpin programmes design, including Inclusive Education and Global Citizenship Education. All newly submitted programmes must be aligned with the Céim standards.

The completion of the Céim accreditation process was a key achievement under Phase 1 of the Policy Statement because it ensured that all ITE programmes were fully aligned with a single, modern set of professional standards. This has delivered a consistent foundation across the ITE system, strengthened preparation and has created a strong foundation for development in the next iteration of the Céim standards. By embedding core elements such as Inclusive Education and Global Citizenship Education across all programmes of ITE, the process has directly supported the policy statement goals of preparing newly qualified teachers to meet the evolving needs of 21st century teaching and contemporary classroom needs.

The Céim process was widely praised amongst ITE providers who highlighted its positive impact in encouraging reflection and strengthening programme alignment.

The launch of the Teachers Professional Journeys (TPJ) Project

On the 2nd of April 2024 the Minister for Education and the Teaching Council announced the commencement of a groundbreaking research study on teaching in Ireland that aims to ensure teachers have the best possible start to their careers.

Teachers' Professional Journeys: The First Decade is a longitudinal research study that has been jointly commissioned by the Department of Education and Youth and the Teaching Council. It will explore teachers' early career experiences, as they complete initial teacher education and become established in the profession.

Running to 2030 at an overall cost of €2.8 million (incl. VAT), this is a very significant study which will inform and shape policy in a range of areas including initial teacher education, induction into the profession and early professional development. It will encompass primary, post-primary and further education teacher graduates from the classes of 2019, 2022 and 2026, as well as other key stakeholders.

The research will be conducted by a consortium comprising the University of Limerick (UL), the Economic and Social Research Institute (ESRI) and Mary Immaculate College (MIC).

The project was officially launched on 3rd December 2025 to coincide with the first wave of data collection. ITE students from the relevant years and other education stakeholders can expect to be contacted several times out to 2030, where information will be gathered by way of surveys and focus groups. The data collected will form the basis of several reports due to be published over the duration of the study.

1.2 Diversity and Inclusion Initiatives

PATH 1 Programmes

PATH 1 supports the objective in the National Access Plan (NAP) to increase access to initial teacher education for students from under-represented groups and provide more role models for students from NAP priority groups such as Lone Parents, Travellers and students with a disability.

In May 2025, the Minister for Further and Higher Education, Research, Innovation and Science announced the decision to mainstream funding of PATH 1 Programmes securing their long-term sustainability.

Under PATH 1, the Department of Further Department of Further and Higher Education, Research, Innovation and Science through the Higher Education Authority, approves funding to six centres of teaching excellence:

- Maynooth University
- UG and ATU
- DCU
- NISE (UL, MIC, TUS)
- UCC
- TCD and MIE
- UCD and NCAD

Examples of PATH 1 Programmes across HEI's that support and deliver on the objective of increasing access to ITE include:

- **Thinking of Teaching (UL, MIC and TUS)** which engaged with local schools to support potential ITE entrants through the provision of tuition supports and the provision of opportunities for students to participate in ITE "taster" courses.
- **DCU's Teaching PATHways** project which enabled prospective students to experience "being a teacher"
- **Maynooth "Turn to Teaching"** programme, which includes "Think about Teaching" a level 6 Foundation Certificate developed as an alternative pathway to ITE programmes.
- **UCC's New Avenues to Teaching (NAT) project**, which involved a targeted recruitment campaign, mentorship and bursaries for students from target groups interested in pursuing a career in teaching.
- The development of **DCU's B.Ed. (Irish Sign Language) programme**
- **Access to Post-Primary Teaching (APT),** a project run by UG and ATU to support the access and retention of student from lower socio-economic groups into initial teacher education.
- **The TOBAR programme** in the Marino Institute of Education, centred on targeting increased Traveller participation in ITE at primary level through engagement with Traveller community groups, the provision of direct-entry places and support for members of the community who were identified as aspiring to become a primary school teacher.

Move to Mandatory two-week placement for all ITE Students in Special Education settings

The move towards a mandatory two-week placement in special education settings for all ITE students, announced by the Minister for Education and Youth in March 2025, was a welcome development and builds on the approach within Céim that further embeds inclusive education as a core element of programmes of Initial Teacher Education.

The announcement by the Minister for Education and Youth aligns with the Programme for Government commitment to make special education modules and placements in special schools or classes a universal part of initial teacher education, and subject to assessment.

The Teaching Council in response to the Minister's announcement undertook a comprehensive survey of all providers of ITE programmes providing comprehensive insight into existing provision. It also provided data and insights to inform the development of a Guidance Note to HEIs, which will issue in 2026, subject to the approval of the Teaching Council.

1.3 Responding to Curriculum Reform at ITE

The Teaching Council undertook a rolling review of Physical Education, Music and Art in 2025 and the required clarifications for each subject have been approved by Council. These clarifications will be included in the updated version of the Curricular Subject Requirements 2023 with the two new subjects, Drama, Film and Theatre Studies and Climate Action and Sustainable Development.

Additionally, the Teaching Council have expanded the current Curricular Subject Requirements to reflect Senior Cycle reforms. The registration requirements for Drama, Film and Theatre Studies and Climate Action and Sustainable Development have been approved by Council and achieved Ministerial sign off in October 2025.

1.4 ITE System Communication and Collaboration

During Phase 1 significant progress was made in strengthening communication and collaboration across the ITE System helping to advance Goal 5 of the Policy Statement. The Annual Engagement events have now become an established mechanism for direct system level engagement between the Department of Education and Youth, the Teaching Council and HEI's, ensuring that programme providers receive clear, timely updates on curriculum and policy developments.

Annual meetings, which have also been established with HEI centres of excellence, and the private provider, have further reinforced a culture of open dialogue and shared understanding while also serving as an important mechanism and forum for implementation of ITE Policy Statement Goals.

1.5 Insights from Phase 1 and Ongoing Challenges

Phase 1 delivered substantial progress across the six goals of the ITE Policy Statement. The period saw significant activity across accreditation, the development of diversity pathways, research initiatives, and system engagement, laying important foundations for deeper implementation in Phase 2.

Consultation with partners highlighted a number of system-wide challenges that continue to shape the ITE landscape. These relate particularly to supporting diversity in the student teacher cohort, sustaining access to high-quality school placement across diverse settings, and developing consistent supports for Treoraithe. Stakeholders also noted the importance of maintaining coherence across an evolving curriculum and policy landscape, the need to embed digital and critical thinking skills, including AI competence across ITE programmes.

These reflections have provided valuable learning for Phase 2 actions and will help guide collaboration as part of Phase 2 implementation.

1.6 Overview of Consultation Process for Phase 1 Review & Phase 2 Development

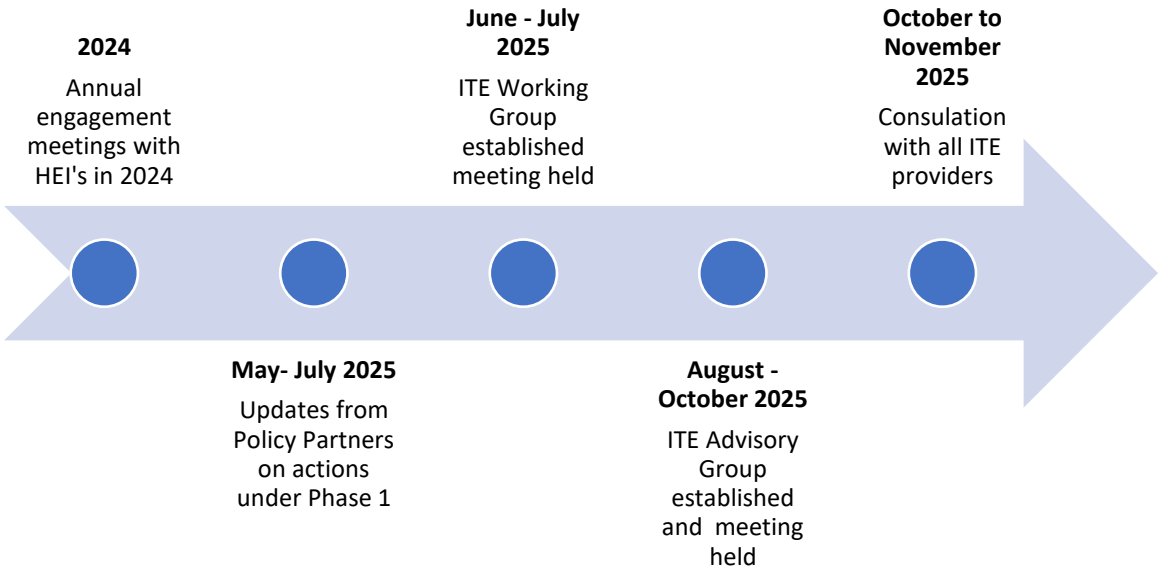
Phase 1 of the Policy Statement outlined the approach to both implementation of Phase 1 and development of Phase 2 priorities.

It called for:

- A ‘whole-of-Government’ approach, with close collaboration between the three relevant Departments, the Teaching Council and other partners will be key to the successful implementation of the vision and goals of this policy statement, as will the commitment of HEIs, student teachers, support services and other education partners.
- Establishment of an Advisory Group on ITE, with representatives from all relevant sectors, including student teachers, to oversee the implementation of the policy statement. **See Appendix C for Advisory Group membership**
- Establishment of ITE Working Group will drive the implementation of actions and co-ordinate reporting on the implementation plan, supported by the Teacher Education

Policy (ITE and Professional Development) Section in the Department of Education. **See Appendix B for Working Group membership**

- HEIs were asked to commit to a process of annual dialogue, around the actions in this policy statement, involving the Department of Education, Teaching Council and DFHERIS along with DCEDIY as applicable.
- The focus of Phase 2 of the implementation plan will be to build on the learnings from Phase 1. Monitoring and review will allow actions to be established in line with identified needs.



PART II - Phase 2 of the ITE Policy Statement (2025-2027)

2.1 Policy Context - The Céim Review

The Teaching Council have commenced planning for the Céim 2 review and Céim Cycle 2 accreditation, and subject to the approval of Council, the review will commence in Q1 2026. The review will be underpinned by several key principles.

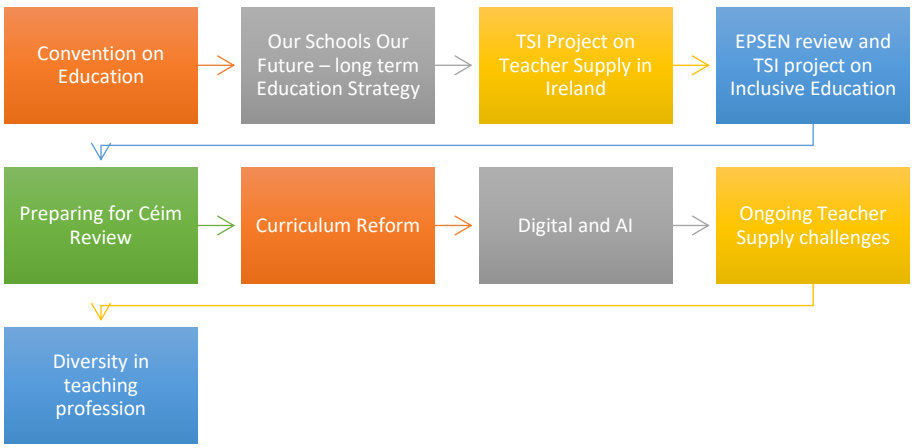
First, this will be a research informed review that will actively draw on recent research and policy developments relevant to ITE, ensuring that the review is informed by the latest evidence.

The process will remain attuned to national priorities, drawing on issues and recommendations from the Programme for Government, the ITE Policy Statement, the National Convention on Education, Our Schools Our Future (formerly Education 2025), relevant Technical Support Instruments and major policy review reports such as the EPSEN Report 2025.

The review will be conducted in a staged manner, allowing for careful consideration at each phase. Broad stakeholder engagement is a cornerstone of the process, ensuring that diverse perspectives are included.

Interim updates and reports will be provided to the Teaching Council's Education Committee and the Council itself, maintaining transparency and accountability throughout the process.

2.2 The Broader Education Landscape and Operating Environment



The current ITE landscape is shaped by a wide range of national reforms and system developments that together provide the context for Phase 2 implementation. These include the *Convention on Education* the largest ever conversation on education since the foundation of the State. The Convention will focus mainly on primary and post-primary education but will include the transitions children make from early childhood education to primary and from post-primary to further and higher education. Its work will inform a new long-term strategy for education in Ireland. In addition, the various engagements will facilitate discussions on the learners' experiences, including the experience of education in early childhood and primary and post primary education.

The Convention's agenda will be approved by Government in 2026 following a national conversation involving the public, early childhood education and school communities and other stakeholders (for example: children and youth; early learning and care providers, community; business and industry). This conversation will encompass comprehensive engagement with the public at school community and at regional level and will feed into the agenda for the convention.

In parallel, major initiatives such as the *Teacher Supply Implementation Project* are responding to ongoing supply challenges and informing future workforce planning. The wider reform environment also includes developments in curriculum policy, the progression of digital and AI-related work, and efforts to foster greater diversity within the teaching profession, through the development of tertiary pathways.

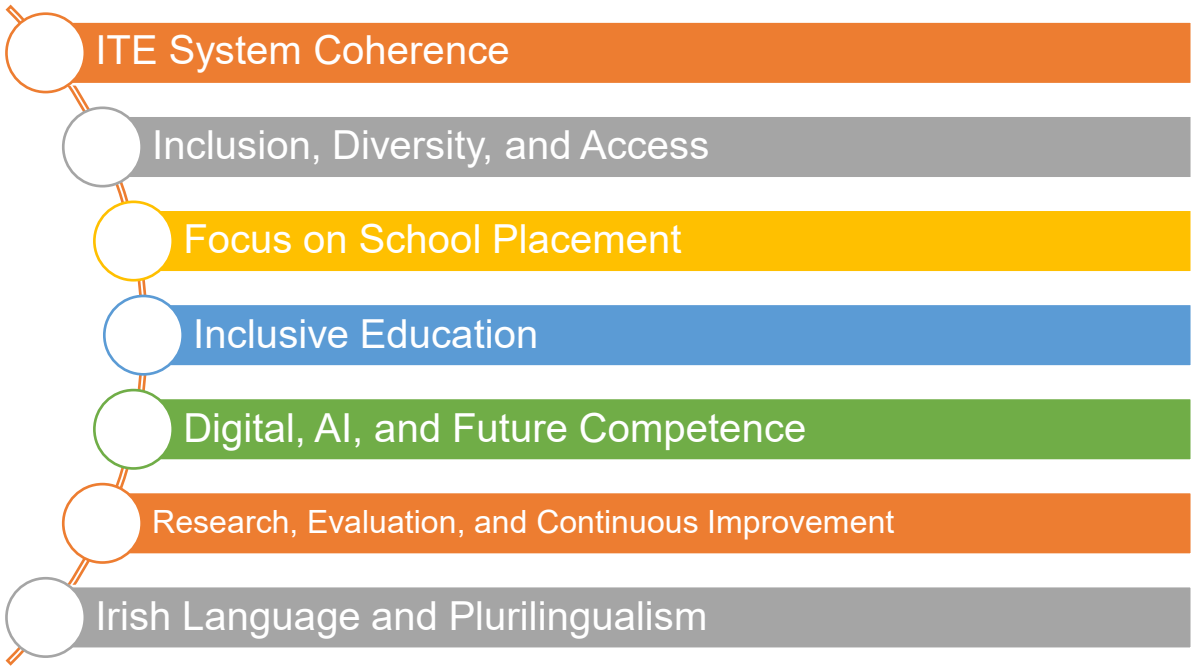
At the same time, significant policy reviews are underway which include the EPSEN Review and the associated TSI project on inclusive education. The Redeveloped Primary Curriculum Specifications for all primary and special schools across Ireland were launched in September 2025. This marked the most comprehensive transformation of primary education in over a generation, designed to equip children with the skills they need to thrive in a rapidly evolving world.

The redeveloped Primary School Curriculum enactment calls for renewed focus on the curriculum's vision, ensuring that learning, teaching and assessment are intentionally shaped to support inclusion, engagement, progression, and holistic development.

Programmes of initial teacher education ensure that the student teacher will be cognisant of the dynamic processes by which curriculum is designed and facilitated for all pupils and to understand current national curricula specifications in the Primary sector.

Together, these reforms and sectoral priorities reflect a dynamic and interconnected landscape in which ITE continues to evolve and adapt, ensuring that student teachers are supported to meet the needs of a changing education system.

2.3 Phase 2 High Level Strategic Priorities across ITE System



2.3.1 ITE System Coherence

Phase 2 will prioritise strengthening coherence across the ITE System by mapping the ITE system to build a shared understanding of how the system operates, identifying main components, relationships, and feedback loops ensuring effective engagement structures are in place to support key policy developments in ITE. As part of strengthening coherence, stakeholders will collaboratively consider what data and indicators could help build a shared picture of system performance and support future planning. See Action (5.1.1)

The 2023 Policy Statement envisaged that Phase 1 would focus on the development of the relevant datasets and baselines for indicators to be used throughout the lifecycle of the Policy Statement and that these datasets would be used to a greater degree throughout phase 2 and phase 3.

During course of Phase 1 it became clear that there are significant gaps in reliable data that would allow this ambition to be realised within Phase 1. It is therefore a priority action under Phase 2 to commence this mapping exercise to ensure that there is system wide agreement

and understanding of the indicators that will be used going forward to measure progress in ITE policy development and implementation.

2.3.2 Inclusion, Diversity, and Access

The consultation process for Phase 2 highlighted the ongoing barriers encountered by under-represented groups and the importance of expanding routes into teaching, including growing interest in the development of tertiary pathways such as the primary pathway model. Consultation also pointed to the value of strengthening shared understandings of inclusion across the system. The next phase will therefore explore approaches that support access, progression and participation in ITE, drawing on learning from the independent assessment of PATH 1 Programmes and the Second Data Plan for Equity of Access to Higher Education. The data plan will help identify available data and gaps in the data, for the priority groups in the National Access Plan 2022-2028.

Work will also continue with education partners to develop pilot programmes to examine the potential for tertiary programmes to improve accessibility for high-quality students from a diversity of backgrounds at primary and post-primary level.

2.3.3 Focus on School Placement

While Phase 1 saw significant advancements in terms of expanding school placement to include a move towards mandatory placement in special education settings, some actions including the development of a model of professional learning for Treoraithe did not progress. Therefore, priority in Phase 2 will be afforded to progressing outstanding actions to support the Treoraithe Professional Learning Group to finalise their recommendations to the School Placement Implementation Group (SPIG).

2.3.4 Inclusive Education

In October 2020, the Teaching Council published the revised CÉIM Standards for Initial Teacher Education (ITE), which identify inclusive education as one of seven core elements underpinning all ITE programmes. All new and existing programmes are now aligned with these standards.

Phase 1 supported a number of actions that explored how the inclusive education element in Céim is helping to prepare student teachers to teach learners of all abilities and in all settings, including special education settings. This work contributed to strengthening inclusive education within ITE.

In October 2024, the Teaching Council provided a report on the implementation of Céim, outlining a range of approaches and examples of emerging innovative practice across Higher Education Institutions.

The Programme for Government 2025 – *Securing Ireland's Future* included a commitment to make modules and placements in special schools or classes a universal component of initial teacher education, subject to assessment. This commitment was advanced through the Minister for Education and Youth Affairs' March 2025 announcement of a mandatory two-week placement in special education settings for all ITE students.

These developments represent an important step in embedding inclusive education across ITE.

2.3.5 Digital, AI, and Future Competence

Phase 2 will seek to deepen integration of digital competence, AI literacy and critical thinking skills across ITE, building on commitments in the Digital Strategy for Schools to embed the appropriate and effective use of digital technologies for teaching, learning and assessment at each stage of the continuum of teacher education, including initial teacher education.

This will include supporting ITE providers to enhance student teachers' understanding of digital and emerging technologies, and to strengthen their capacity to use these tools effectively in teaching, learning and assessment.

Work under this priority will promote closer alignment between developments in the school sector and digital learning within ITE and encourage the sharing of innovative practice.

2.3.6 Research, Evaluation, and Continuous Improvement

Phase 2 will strengthen the role of research and evaluation in shaping ITE by drawing on key national studies, including the Teacher Professional Journey Longitudinal Study. Stakeholders expressed strong interest in enhancing collaboration and knowledge-sharing across providers, particularly in light of evolving policy and curriculum expectations. The Department of Education and Youth Research, Policy and Practice Steering Group (RPPSG) established in 2023, aims to enhance the integration of research, data and evidence into the policy cycle of design, implementation and evaluation. In doing so it has sought to strengthen the relationship between RPPSG and HEIs by hosting a series of workshops on research projects and educational outcomes throughout 2025 culminating in the inaugural Educational Research Summit in November 2025. There was significant interest in the Call for Abstracts for this event, and the programme offered a diverse mix of futures-oriented educational research from across Ireland, including in Initial Teacher Education.

Phase 2 of the Policy Statement will include an action to hold ITE themed workshops as part of the ongoing work of the RPPSG.

2.3.7 Irish Language and Plurilingualism

Phase 2 will continue to support the development of Irish language proficiency as a key element of ITE programmes, as appropriate. This will include the provision of opportunities for student teachers to engage with the language and the provision of further Irish language pathways in ITE. The department will work with stakeholders to identify opportunities to strengthen ITE provision to support Irish-medium and Gaeltacht education and the teaching of Irish as a subject in English-medium schools.

ITE providers also emphasised the value of adopting a broader plurilingual approach that recognises the linguistic diversity of student teachers and learners. In September 2025, Modern Foreign Languages (MFL) were included within the redeveloped Primary School Curriculum as part of the language specification, alongside English and Irish. The next phase will consider how ITE can best reflect the increasingly diverse linguistic landscape of Ireland’s education system.

PART - III Governance Monitoring and Reporting

Implementation of Phase 2 will continue to be supported through established governance arrangements and a whole-of-Government approach involving the Department of Education, the Teaching Council, DFHERIS and other relevant Departments and agencies, together with HEIs, support services and wider education partners.

The Advisory Group on ITE, established during Phase 1, will continue to provide strategic oversight of implementation. The Group brings together representatives from HEIs, schools, student teachers, support services and relevant Government Departments, and will advise on progress, risks and opportunities as Phase 2 actions are delivered.

HEIs will continue to participate in an annual structured dialogue with the Department, the Teaching Council and DFHERIS, and with DCEDIY where appropriate. This process will support shared understanding of progress, highlight emerging practice and inform any adjustments required to maintain coherence across the system.

Progress will be monitored on an ongoing basis. Annual progress updates will be prepared, with a mid-term review undertaken to assess cumulative progress and identify refinements as required. A final evaluation will report on outcomes and inform future policy development.

PART IV - Phase 2 Actions and Implementation Plan

Goal 1: Initial Teacher Education is Attractive for High-Quality Candidates and Accessible for Those from a Diversity of Backgrounds

1.1 Attract High Quality Candidates to ITE				
			Target for Delivery	**Led by**
	1.1.1	As part of the work being carried out under Module 2 Action Group 1 of Our Schools Our Future to propose options for future career and qualification pathways for school staff, including means of entry into the school's workforce, we will explore the how current entry standards to ITE are impacting on ability to attract high quality candidates.	Q2 2027	ITE Unit DEY
1.2 Attract Students with High Levels of Proficiency in the Irish Language				
			Target for Delivery	**Led by**
	1.2.1	Establish an Irish-medium PME programme for primary school teachers and provide supports for same.	Q3 2025	ITE Unit DEY / AOG
	1.2.2	Establish an Irish-medium PME programme for post-primary teachers in the east of the country and provide supports for same.	Q3 2027	ITE Unit DEY / AOG

	1.2.3	Explore how ITE programmes can best support student teachers to develop the skills and competencies necessary for the teaching of Irish and the Irish-medium sector as part of the next Céim review, engaging with AOG, AGSMB and relevant stakeholders.	Q3 2027	Teaching Council
	1.2.4	Collaborate with higher education institutions to provide innovative and motivating communicative opportunities for student teachers to use and improve their Irish.	Ongoing	AGSMB & AOG in consultation with ITE
1.3 Increase the Diversity of the Student Teacher Cohort				
			Target for Delivery	**Led by**
	1.3.1	Work with education partners to develop pilot programmes to examine the potential for tertiary programmes to improve accessibility of high-quality students from a diversity of backgrounds at primary and post-primary level.	Ongoing	Teacher Supply
	1.3.2	Progress Teaching Council and Department of Education joint longitudinal research project (Teachers' Professional Journeys) to: a) understand attractiveness and strengths of different models of ITE b) understand how supply, diversity and retention can be supported c) achieve the study's research objectives to understand beginning teachers' educational and professional journeys	Ongoing	Teaching Council and ITE

	1.3.3	Consider what actions may need to be taken on foot of publication of independent PATH Impact Assessment, in particular, the impact of PATH 1 initiatives on students from priority groups' ability to access ITE, including their ability to meet entry requirements and overcome any perceived barriers to accessing ITE, under the National Plan for Equity of Access to Higher Education 2022-2028.	Q3 2026	ITE Unit DEY /DFHERIS

Goal 2: Initial Teacher Education Programmes will Prepare Student Teachers to Embrace Evolving Challenges in Supporting All Learners in the 21st Century

2.1 Continue to ensure ITE programmes are of the highest quality				
			Target for Delivery	**Led by**
	2.1.1	The Teaching Council will commence planning for the Céim 2 review in Q4 2025. Subject to the approval of Council, the review will commence in Q1 2026.	Q4 2027	Teaching Council
2.2 Strengthen Digital Competence and Innovation Across Initial Teacher Education				

			Target for Delivery	Led by
	2.2.1	Support the ITE Sector in the development of digital competencies in the teaching profession. This includes by: a) facilitating a module giving an overview of the digital technology supports available to student teachers b) enabling access to some TPL online courses as appropriate. c) engaging in strategic partnerships with third level providers to reach wider audiences	Ongoing	OIDE TiE/HEIs
	2.2.2	Organise an annual Festival of Digital Learning to showcase best practice on the use of digital technologies in the school sector to include a spotlight on digital learning in the ITE sector for all schools and ITE providers.	Q 2 2026	Digital Policy for Schools/ Unit DEY ITE / OIDE TIE
	2.2.3	The DEY to engage further with HEIs on the use of digital technology in education and hold an interactive information session on an annual basis.	Q4 2026	Digital Policy for Schools Unit /ITE Unit DEY
	2.2.4	The DEY to engage with HEIs on the use of AI in education and signpost relevant supports and resources.	Ongoing	Digital Policy for Schools Unit /ITE Unit DEY
	2.2.5	HEIs to be involved as stakeholders in the Technical Support Instrument Project	Ongoing to Q4 2027	Digital Policy for Schools

		on Futureproof Education: Supporting Schools in the AI Evolution.		Unit /ITE Unit DEY
2.3 Ensure Student Teachers are Prepared to Support Pupils' Transitions Between Stages of Education				
			Target for Delivery	**Led by**
	2.3.1	Report on student teachers' ability to support transitions across early learning and care, primary, post-primary and further education and training in both the English-medium and Irish-medium contexts.	Q4 2026	HEI's
2.4 Seek to Increase Internationalisation of ITE Programmes				
			Target for Delivery	**Led by**
	2.4.1	Consider current international links in ITE programmes and how these can be strengthened, including through participation in the Erasmus+ Teacher Academies programme.	Ongoing	HEIs, ITE Unit DEY, Teaching Council
	2.4.2	Review the experience of those Irish HEIs engaging in projects under the initial round of funding from the Erasmus + Teacher Academies programme.	Q4 2027	ITE Section DEY
2.5 Work Towards a Consistent Quality Experience of School Placement across Diverse Settings, including Special Classes and DEIS Schools				

			Target for Delivery	Led by
	2.5.1	The Teaching Council, in consultation with the Initial Teacher Education (ITE) unit, will advance the development of Guidance Notes for Higher Education Institutions (HEIs). These Guidance Notes will include, where necessary, recommendations to HEIs on adapting Initial Teacher Education (ITE) programmes in relation to Special Education School Placements. The publication of the Guidance Notes will be subject to the approval of the Teaching Council.	Q3 2026	Teaching Council and ITE Section DEY
	2.5.2	In partnership with the Teaching Council the ITE section in the Department of Education and Youth will progress the recommendations of the Treoraithe Professional Learning Group in relation to the development of a model of professional learning for Treoraithe for consideration by the School Placement Implementation Group.	Q3 2027	ITE Unit DEY/Teaching Council/TPLG
	2.5.3	Progress the recommendations of the School Placement Implementation Group.	Q3 2027	Teaching Council, DEY, HEIs, Management Bodies, Unions, Student Teachers

2.6 Strengthen Student Teachers' Understanding of the Importance of Research to their work as Teachers				
			Target for Delivery	**Led by**
	2.6.1	Report on how student teachers' understanding of the importance of research to their journey as professionals is developed through their ITE programmes.	Q4 2026	HEI's

Goal 3: Initial Teacher Education is Strongly Connected with and Relevant to the Needs of the Education System

3.1 The Provision of ITE should be informed by the Needs of the Education System				
			Target for Delivery	**Led by**
	3.1.1	Consider the outputs of the Convention on Education and the Our Schools Our Future strategy on the intentions of ITE Policy Statement	Q4 2027	ITE Unit DEY
	3.1.2	Work with education partners to explore the impact of policy interventions such as bursaries to improve teacher supply.	Ongoing	Teacher Supply
	3.1.3	ITE unit will co-ordinate intradepartmental consultation on key Departmental priorities as	Q4 2026	ITE Unit DEY

		part of the stakeholder engagement process under the next Céim review cycle.		
	3.1.4	Progress actions identified and agreed under the EPSEN Implementation Plan to support inclusive learning practices within Initial Teacher Education.	Ongoing	ITE Unit DEY
3.2 Continue to update the existing Model of Forecasting Teacher Demand and Supply at both Primary and Post-Primary Levels				
			Target for Delivery	**Led by**
	3.2.1	Continue to survey teacher supply demand annually and publish reports on projected Teacher Demand and Supply.	Ongoing	Teacher Supply
3.3 Develop a Framework for Engagement with ITE Providers to Ensure Supply of NQTs is Aligned with Identified Needs of the System				
			Target for Delivery	**Led by**
	3.3.1	In the context of the recommendation of the Periodic Critical Review of the Teaching Council, work with the Council to consider how Section 7(3)(a) of the Teaching Council Act, 2001 can provide a mechanism for DEY policy priorities as outlined in this policy statement to be reflected in Teaching Council's discharge of its related functions.	Q4 2026	DEY

	3.3.2	ITE Section to ensure ongoing engagement with the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) and the Higher Education Authority (HEA) on areas of joint interest and responsibility reflect the identified needs of the education system including teacher supply.	Ongoing	ITE Unit DEY
3.4 Encourage Development of ITE Programmes in Priority Areas				
			Target for Delivery	**Led by**
	3.4.1	Curriculum Subject Requirements are updated in line with curriculum updates and reforms.	Ongoing	Teaching Council
	3.4.2	Subject to Teaching Council approval of Guidance Note for HEI's on School Placement, The Teaching Council, together with the ITE Section in Department of Education and Youth, will host a peer learning event to facilitate learning around incorporating two-week special education placement into programmes of ITE	Q3 2026	Teaching Council and ITE Unit DEY

Goal 4: ITE Structures are well Placed to Enable High-Quality ITE Provision

4.1 Continue to Progress the Vision of Seven Centres of ITE, with Structures in Place to Support Integration and Collaboration		
	Target for Delivery	**Led by**

	4.1.1	ITE will continue to support implementation of ITE vision for seven centres of ITE through engagement and dialogue with centres as part of engagement structures established under Phase 1.	Ongoing	ITE Unit DEY and HEI's
4.2 Funding Structures are Appropriate to Support High-Quality ITE				
			Target for Delivery	**Led by**
	4.2.1	Consider how the provision for designation as a "designated institution of higher education" under the Higher Education Authority Act 2022 can progress the recommendation in the Sahlberg II Report regarding Marino Institute of Education, when the relevant sections are commenced.	Ongoing	DFHERIS, Marino Institute of Education
	4.2.2	In the context of the recommendation of the Periodic Critical Review of the Teaching Council, work with the Council to consider how Section 7(3)(a) of the Teaching Council Act, 2001 can provide a mechanism for DEY policy priorities as outlined in this policy statement to be reflected in Teaching Council's discharge of its related functions.	Q4 2026	DEY

Goal 5: Systems are in Place to Improve Communication and Collaboration Across all Sectors of Education

5.1 Improve communication within ITE and between ITE and other key education stakeholders				
			Target for Delivery	**Led by**
	5.1.1	Work with ITE partners to map how the system operates in practice clarifying key interactions, decision points and feedback mechanisms to strengthen collaboration and enable the system to work more coherently in supporting shared priorities such as curriculum and assessment developments, policy alignment and research-informed improvement. The System Mapping exercise will also involve an audit of existing data sources and identify data gaps, building on learning from Phase 1 to support the development of a more robust and sustainable approach to support future ITE policy development and implementation decisions.	Q4 2027	ITE Unit DEY and relevant Education Stakeholders
	5.1.2	The ITE Unit in DEY in collaboration with the National Council for Special Education (NCSE) will: • promote the suite of NCSE Professional Learning seminars and resources, designed to support the inclusion of students	Ongoing	ITE Unit DEY/NCSE

		with special educational needs, to HEIs engaged in Initial Teacher Education. • promote the suite of NCSE Professional Learning seminars and resources, designed to support the inclusion of students with special educational needs, to Newly Qualified Teachers (NQTs). • promote the Inclusive Practice Guidance as a resource for HEIs engaged in Initial Teacher Education and for all teachers, including NQTs.		
5.2 Ensure that the Droichead Professional Induction Framework will Continue to Support and Meet the Needs of NQTs and their Students.				
			Target for Delivery	**Led by**
	5.2.1	The Teaching Council conducted a review of Droichead between October 2023 and March 2025 and is working with Oide to support the implementation of a revised Droichead framework in September 2026. These revisions will provide enhanced support to NQTs, and support retention in the profession. The Teaching will commence a review of its Droichead Quality Assurance process in September 2025 which will conclude in July 2026, subject to Council approval. The next Droichead Quality Assurance	Q4 2028	Teaching Council

		process will commence in September 2027 based on the first cohort of NQTs, who have undertaken the revised Droichead process in 2026. A report will be published in 2028 following the conclusion of the DQA process.		
5.3 The Teaching Council will consider the status of Cosán in the system and its role in supporting the professional learning needs of teachers.				
			Target for Delivery	**Led by**
	5.3.1	Following the outcome of the National Convention, Our Schools Our Future and the Céim review, the Teaching Council will consider if a review or full redevelopment of the Cosán framework is required.	Q 4 2027	Teaching Council
5.4 Further develop collaboration across the different education sectors				
			Target for Delivery	**Led by**
	5.4.1	As recommended by the OECD, encourage some joint training/courses in the preparation for early years educators and primary teachers to help raise the recognition of work done by early years educators, inform professional practices of staff in different levels of the education system and support transition practices.	Ongoing	DCEDIY, DEY, HEIs

Goal 6: Strong Research Base is Established to Support ITE Programme and Policy Development and Design into the Future

6.1 Create stronger links between ITE Research and Others in Education				
			Target for Delivery	**Led by**
	6.1.1	Assess current opportunities to link research in ITE with others in the education system through engagement in fora such as *Research, Policy, and Practice Steering Group (RPPSG) meetings* providing the opportunity for ITE themed research discussions and workshops.	Q4 2027	ITE Unit /Central Policy Unit DEY and HEI's
6.2 Strengthen Evidence Base to inform Future ITE Developments				
			Target for Delivery	**Led by**
	6.2.1	Progress Teaching Council and Department of Education joint longitudinal research project (Teachers' Professional Journeys) to:	Q4 2027	Teaching Council and ITE Unit DEY

		a) understand attractiveness and strengths of different models of ITE b) understand how supply, diversity and retention can be supported c) achieve the study's research objectives to understand beginning teachers' educational and professional journey		

Appendix A: ITE Policy Statement Phase 1 High level Action and Sub-actions Status Summary

Achieved	
Ongoing	
Not Commenced	

Action ref	Detail	Responsible	Timeline	Update	Status
1.1.1	Review existing research to better understand the link between current entry standards and progress in ITE	DE	Q 4 2024	This action has been folded into work ongoing to support the work of the Department of Education's longer-term strategy, Our Schools Our Future. Action Group 1 will lead on strategic workforce planning and development for the Education sector; aligning to the Department's strategy, goals	

				and objectives, and outcomes from the Convention on Education. As part of this work career and qualification pathway to the teaching profession will be considered including international models.	
1.1.2	Look at options for attracting students with a high level of Irish language proficiency including consideration of the existing minimum entry requirement for Irish at primary in light of the proposed development of new Leaving Certificate specification/s by the NCCA, ongoing implementation of the Policy on Gaeltacht Education and the development of the policy	DE	Q 4 2024	The Marino Institute of Education introduced an Irish-medium pathway (Conair Lán-Ghaeilge) to their currently existing Professional Master of Education (PME) for primary teachers in September 2025. This is in addition to the already-existing B. Oideachas Irish-medium undergraduate programme for primary teachers being run by the Marino Institute. The Department of Education and Youth has approved bursaries towards course fees for students of this Irish-medium PME. The department has made the financial arrangements required to ensure funding is in place via COGG (an Chomhairle Um Oideachas Gaeltachta & Gaelscolaíochta) to provide such bursaries to the	

	on Irish medium education			students as an action under the policy on Irish-medium education outside of the Gaeltacht, which is due for publication in 2025. The department is also providing support in the form of two teachers on secondment from recognised schools who have been made available to support the new programme. This support will also be made available under the new policy on Irish-medium education outside of the Gaeltacht. The support is provided on the condition that a viable number of students successfully applied for admission to the PME (Irish pathway) to commence in September 2025 and is subject to other conditions regarding student numbers.	
1.1.3	Commission Teaching Council and Department of Education joint longitudinal research project into beginning teachers educational and professional journeys	DE, TC	Q2 2023	The Teachers' Professional Journeys: The First Decade (2024-2030) was officially launched by the Minister for Education on 02 April 2024. It is an accelerated longitudinal mixed-methods research study that has been jointly commissioned and funded by the Department of Education and the Teaching Council. It will explore teachers' early	

				career experiences of primary, post-primary and further education teachers in Ireland as they complete initial teacher education and become established in the profession.	
1.1.4	Consider how the proposed Teaching Council and Department of Education joint longitudinal research project can improve understanding of the attractiveness of different models of ITE	DE, TC	Q4 2023	The third research objective of the TC and DE jointly commissioned and funded Teachers' Professional Journey: The First Decade (2024-2030) research study will be to explore teachers' early professional learning and how different ITE models influence beginning teachers' professional experiences and practices.	
1.1.5	Monitor the level of applications, enrolments to and graduations from ITE programmes	DE	Ongoing	Enrolment and Graduate data for programmes of Initial Teacher Education are monitored on an ongoing basis in consultation with the HEA and Teaching Council.	

1.1.6	Design and sustain a promotional campaign to promote the teaching profession as a potential career to second and third level students and career changer	TC, DE, School Management Bodies, HEIs	Ongoing	The Teaching Transforms campaign continues to promote the teaching profession and encourage students to follow a career in teaching. Promotion campaigns have been developed to coincide with the CAO closing date and change of mind deadline in recent years.	
1.2.1	Further develop baseline data on diversity in initial teacher education programmes from priority groups, under the National Plan for Equity of Access to Higher Education 2022-2028	DFHERIS, DE, HEA, HEIs	Q4 2023	The Second Access Data plan is currently being completed and is due for publication later this year. This will help identify available data and gaps in the data, for the priority groups in the National Access Plan including in ITE.	
1.2.2	Commence dialogue to explore whether baseline data on diversity in ITE across other groups (male/female/ethnicity, etc.) can be established	DE, DFHERIS	Q4 2023	The Second Access Data plan is currently being completed and is due for publication later this year. This will help identify available data and gaps, in the data for the priority groups in the National Access Plan including in ITE.	

1.2.3	Through the evaluation of PATH 1, consider the impact of PATH 1 initiatives on students from priority groups' ability to access ITE, including their ability to meet entry requirements and overcome any perceived barriers to accessing ITE, under the National Plan for Equity of Access to Higher Education 2022-2028	DFHERIS	Q 4 2024	An Independent PATH Impact Assessment has been completed on PATH 1. The recommendations from this report are currently being reviewed and an implementation plan is being drawn up by the HEA and DFHERIS. The Minister of DFHERIS has announced that PATH 1 is to move to a sustainable funding model and away from the pilot project status.	
1.2.4	Commission research which will improve the available evidence of how initial teacher education programmes support the supply, diversity (e.g. socio-economic	DE, TC	Q4 2024	As part of the TC and DE jointly commissioned and funded the Teachers' Professional Journey: The First Decade (2024-2030) research study. The fifth research objective of the study will be to consider issues relating to teacher supply diversity and retention during teachers' early careers as they complete initial teacher education and become established in the profession.	

	status/gender/ethnicity, etc.) and retention of NQTs in teaching during their early careers				
1.2.5	Promote diversity in the teaching profession by developing awareness amongst schools, National Access Plan priority groups and guidance counsellors of pathways to teaching through PATH 1	HEIs, DE, DFHERIS, TC, School Management Bodies	Ongoing	This is an ongoing action and will be carried forward into Phase 2 of implementation. The approach to promotion of PATH 1 programmes will likely be considered on foot the findings of the Independent PATH Impact Assessment and subsequent implementation plan.	
1.2.6	Consider international examples of entry routes to the teaching profession which facilitate those who need greater flexibility in access, while maintaining	DE, TC	Q4 2023	This action has been folded into work ongoing to support the work of the Department of Education's longer-term strategy, Our Schools Our Future. Action Group 1 will lead on strategic workforce planning and development for the Education sector; aligning to the Department's strategy, goals and objectives, and outcomes from the Convention on Education.	

	standards set by the Teaching Council			As part of this work career and qualification pathway to the teaching profession will be considered including international models.	
2.1.1	All ITE programmes will be submitted for the second cycle of accreditation under *Céim: Standards for Initial Teacher Education*	HEIs, TC	Q4 2023	The accreditation cycle under Céim commenced in 2021 and concluded in January 2024. It included the review and accreditation of all 52 programmes of primary and post-primary ITE in line with the Céim standards.	
2.1.2	Establish a consultative forum to collaborate and share expertise of ITE providers and policy makers on the achievement of learning outcomes from ITE programmes and the evidence available of standards at exit, mindful of HEI autonomy, across areas such as inclusive	TC, DE, HEIs, student teachers, education partners, relevant stakeholder groups	Q4 2024	Progress relating to this action will now largely be informed by the Convention on Education and work underway as part of the development of a long-term strategy for Education – Our Schools Our Future.	

	education, mathematics and Irish (in English-medium schools, Irish medium schools and Gaeltacht settings)				
2.2.1	Report on student teachers' ability to support transitions across early learning and care, primary, post-primary and further education and training in both the English-medium and Irish-medium contexts	HEIs	Q3 2023	This action has been folded into work ongoing to support the work of the Department of Education's longer-term strategy, Our Schools Our Future. Action Group 1 will lead on strategic workforce planning and development for the Education sector; aligning to the Department's strategy, goals and objectives, and outcomes from the Convention on Education. As part of this work career and qualification pathways to the teaching profession will be considered including international models.	
2.3.1	Consider current international links in ITE programmes and how these can be strengthened, including	HEIs, DE, TC	Q3 2023	HEIs have demonstrated strong international links with potential for further development in this area. This is seen as an ongoing priority and will be brought forward as an action under phase 2.	

	through participation in the Erasmus+ Teacher Academies programme				
2.3.2	Review the experience of those Irish HEIs engaging in projects under the initial round of funding from the Erasmus + Teacher Academies programme	DE	Q4 2023	HEIs have reported positively on engagement but there is scope for further development in this area. This is seen as an ongoing priority and will be brought forward as an action under phase 2.	
2.3.3	Continue to engage with and monitor developments at EU level in respect of the concepts of the European Education Area and a European Teacher	DE	Ongoing	Representatives from the Department of Education continued to support the implementation of the first phase of the European Education Area, with representatives participating on the sustainability working groups and the pathways to success working group. The Commission workplan identifies a teacher's agenda to be published in 2026.	

2.4.1	Progress the recommendations of the School Placement Systems Working Group	Placement Systems Working Group members	Q4 2023	The work of the PSWG concluded in 2022 and a report was provided to the School Placement Implementation Group in 2022.	
2.4.2	Progress the recommendations of the Treoraithe Professional Learning Group in relation to a model of professional learning for Treoraithe and school-based personnel	Treoraithe Professional Learning Group members	Q3 2023	The DEY undertook a number of focus groups across 2024, with a range of stakeholders including principals, deputy principals, HEI Academic Placement Officers, ITE Students and Treorai. Additional focus groups will need to be conducted across 2025/2026 in order to finalise a proposed model.	
2.4.3	Support Treoraithe in using *Cosán* to guide and acknowledge their learning, as outlined in the *Cosán Action Plan.*	DE, TC, HEIs	Ongoing	This action will be informed by ongoing work of the Treoraithe Professional Learning Group (TPLG) and the School Placement Implementation Group (SPIG). See action 2.5.2. under Phase 2 Implementation Plan.	

2.4.4	Progress the recommendations of the School Placement Implementation Group	TC, DE, HEIs, Management Bodies, Unions, Student Teachers	Q1 2024	The School Placement Implementation Group recommendations will be implemented following the conclusion of the TPLG work and subsequent recommendations, See Action 2.5.3 of Phase 2 Implementation Plan.	
2.4.5	All student teachers, for a period of two weeks, should observe the teaching of one of the following: a) teacher in a special school; b) special class teacher in a mainstream school c) special education teacher as part of their extended school placement during the second half of their programme.	TC, HEIs	Q4 2024	In March 2025, The Minister for Education and Youth announced the move towards a mandatory 2-week placement for all ITE students in a special education setting. In April 2025, the Teaching Council issued a survey to HEIs regarding their current placement models for Special Education settings, and on the content, they cover in modules. The findings will be used to form a guidance note to issue to HEIs on supporting school placement in special education settings.	

2.4.6	Work towards requiring that student teachers at primary and post-primary level spend at least one placement in a special education setting	TC, DE	Q4 2024	In March 2025, The Minister for Education and Youth announced the move towards a mandatory 2-week placement for all ITE students in a special education setting. In April 2025, the Teaching Council issued a survey to HEIs regarding their current placement models for Special Education settings, and on the content, they cover in modules. The findings will be used to form a guidance note to issue to HEIs on supporting school placement in special education settings.	
2.5.1	Improve the availability of data on the diversity of school placement settings including DEIS and special education settings	TC, DE	Q1 2024	Data collected from Teaching Council Survey referenced in action 2.4.5 and 2.4.6 has served to improve understanding on diversity of school placement including for DEIS and Special Education settings.	

2.5.2	Explore how the core element of inclusive education in *Céim* is helping to prepare student teachers to teach students of all abilities and in all settings (including special-education settings), through their initial teacher education	TC, DE	Q2 2024	In 2024, the TC completed a report on the Céim Standards, with a particular focus on Inclusive Education and GCE. This report was presented to Teaching Council in 2024, was shared with the Department of Education and made available to the TC register and publicly on the TC website.	
2.6.1	Report on how student teachers' understanding of the importance of research to their journey as professionals is developed through their ITE programmes	HEIs	Q3 2023	The T-REX Project Group decided to undertake the first systematic survey of teacher-research activity across Ireland. The project, called The Landscape for Teacher Research Activity in Ireland, aims to provide the first "high altitude" perspective on this vital practice, and enable a new understanding of the landscape of research engagement by teachers in the country. The project hopes to develop better representation of teacher professional activity, which typically is not considered to include research as a core part of practice. SEED Funding	

				was awarded from Mary Immaculate College, which afforded the team the opportunity to work with Research Assistant, Ms Tonya Pell (University of Galway). This research will provide valuable insights for the T-REX project to be able to better capture and support teachers engaging in research across the country.	
3.1.1	Continue to research and review projections of primary-teacher demand and supply and post-primary teacher demand and supply, at a subject level	DE, TC	Ongoing	Ongoing	
3.1.2	Use existing and new datasets for improved data matching and more streamlined data analysis of teacher supply and demand	DE, TC & other stakeholders	Ongoing	Ongoing	

3.1.3	Use regional projections for primary and post-primary teacher demand and supply for ITE planning	DE, TC	Ongoing	Ongoing	
3.1.4	Examine how the supply of teachers and other staff with a high standard of Irish can be increased to meet demand in Irish-medium education settings	DE. TC	Ongoing	The Marino Institute of Education have introduced an Irish-medium pathway (Conair Lán-Ghaeilge) to their currently existing Professional Master of Education (PME) for primary teachers in September 2025. This is in addition to the already-existing B. Oideachas Irish-medium undergraduate programme for primary teachers being run by the Marino Institute. The Department of Education and Youth has approved bursaries towards course fees for students of this Irish-medium PME. The department has made the financial arrangements required to ensure funding is in place via COGG (an Chomhairle Um Oideachas Gaeltachta & Gaelscolaíochta) to provide such bursaries to the students as an action under the policy on Irish-	

				medium education outside of the Gaeltacht, which is due for publication in 2025. The department is also providing support in the form of two teachers on secondment from recognised schools who have been made available to support the new programme. This support will also be made available under the new policy on Irish-medium education outside of the Gaeltacht.	
3.2.1	Consider the need for a legal framework to ensure that any consideration of new or expanded ITE provision has due regard to the available data on teacher-supply needs	DE, TC	Q 42024	The Department is progressing the implementation of the recommendations of the Periodic Critical Review of the Teaching Council through a working group, and consideration of this issue will be progressed as part of this process, in particular through the following recommendations: The Teaching Council and the Department of Education should review section 7(3)(a) of the Teaching Council Act, 2001, to ensure the wording of the Act is sufficiently clear and to consider if the interpretation of this section needs further review. The Teaching Council should ensure that robust consultation processes are in place, including with	

				HEI partners, the Department of Education (including the Inspectorate) and other relevant stakeholders, as part of the planned look back review of the accreditation cycle that has just concluded. This review should also take into account the issues raised in this PCR with respect to accreditation.	
3.2.2	Funding policy for initial teacher education should be informed by and take account of the identified needs of the system regarding teacher supply in both the English-medium and Irish-medium sectors.	DFHERIS, DE	Ongoing	The Funding the Future Framework, published by Government in 2022, identified an amount of €307 million as representing the increase in core funding required to deliver enhanced performance, strategic reforms and strengthened quality of outcomes. Over the three budgets since the publication of Funding the Future, a total of €164.4 million additional funding has been secured in Exchequer and employer funding. The €164.4 million figure includes €58.7 million that was secured in Budget 2025, of which €50 million was allocated from the NTF. Over a number of years, additional core funding is being prioritised through the Estimates process in order to deliver on the increased level of funding	

				identified in the framework and to improve system capacity to respond to national priorities, including in relation to public sector skills needs.	
3.3.1	Progress delivery of second contract for Irish medium B.Ed. in primary teaching following procurement process	DE	Q3 2024	Following a procurement process the second contract for Irish medium B.Ed. in primary teaching was awarded to Marino Institute of Education in June 2023.	
3.3.2	Commence a rolling review of the *Curricular Subject Requirements*, with early emphasis on new subjects and languages	TC	Q3 2024	A rolling review of Physical Education, Music and Art took place in 2025 and the required clarifications for each subject have been approved by Council. These clarifications will be included in the updated version of the Curricular Subject Requirements 2023 with the two new subjects, Drama, Film and Theatre Studies and Climate Action and Sustainable Development.	
3.3.3	Expand the current *Curricular Subject Requirements* to reflect Senior Cycle reform plans and consider	TC	Q4 2023	The registration requirements for Drama, Film and Theatre Studies and Climate Action and Sustainable Development have been approved by Council and were signed off by the Minister for Education and Youth in October 2025.	

	further expansion to targeted areas where there is a need for teachers				
3.4.1	Collate information on innovative collaboration projects between: HEIs and schools; HEIs and teacher-education support services; and HEIs, schools and teacher-education support services	DE, HEIs	Q4 2023	The annual engagement forum with HEI's have served as a very useful mechanism to enhance understanding of the scale of innovative collaborative projects underway between HEI's/Schools and/Teacher education support services. In all instances of curriculum reform across both primary and post primary, HEI's contribute to design of the curriculum through representation on NCCA development groups. Oide is also part of these development groups and as such would cooperate HEI's alongside other members of the development groups, to support curriculum design. There are a number of projects and pilots that Oide are/have been involved with. Many of these are developed and supported by HEI's	

				See Appendix D for more details on Oide/HEI collaborations	
3.4.2	Showcase these innovative collaborations and share best practice with others	DE, HEIs	Q4 2024	**See Appendix D for more details on Oide/HEI collaborations**	

3.5.1	Review existing examples of ITE providers' involvement in providing professional development supports to teachers, including the development of teachers' Irish-language proficiency	DE	Q4 2023	**See Appendix D for more details on Oide/HEI collaborations**	
3.5.2	Examine how ITE providers can play a role in supporting professional development for teachers relating to new policy initiatives such as Senior Cycle reform including, specifically, the development and strengthening of assessment skills	DE, HEIs, NCCA, Support Services	Q2 2023	**See Appendix D for more details on Oide/HEI collaborations**	

	necessary to support those reforms				
3.5.3	In line with curricular reforms at school level, enhance the development of assessment literacy and ITE student experience of displaying such literacy, in formative and summative terms.	DE, HEIs	Q4 2023	Embedding curriculum reforms at ITE is an ongoing priority action that will continue into Phase 2. Any actions required in relation to enhancing assessment literacy at ITE Programme level, will be considered as part of DEY overall submission as part of Céim review process.	
4.1.1	*Céim* review will examine the relationship between teacher educators and new curricular developments and policy initiatives impacting the primary and post-primary sectors. This will contribute to a national	TC, DE, HEIs	Q4 2024	Planning for the Céim Review will commence in Q4, 2025, with the formal review to run from 2026-2028.	

	understanding of the role of the teacher educator in ITE				
4.2.1	Explore existing links between teacher educators in ITE and Department-funded teacher-education support services, with emphasis on the areas of inclusion including special education, curriculum reform and Irish	DE	Q2 2024	See Appendix D	
4.3.1	Establish a framework for ongoing dialogue on matters relating to ITE, including progressing the vision for seven centres of excellence for ITE, through yearly meetings with each centre of	DE, TC, DFHERIS, HEIs	Q3 2023	The Department of Education and Youth have set up annual engagement forums with all seven Centres of Excellence. The first such engagement took place in 2024 and 2025 meetings served as a consultation and engagement forum to agree actions for Phase 2 of implementation of the ITE Policy Statement.	

	excellence and with any private provider				
4.3.2	Put structures and systems in place to support meaningful collaboration within each centre	HEIs	Ongoing	During the annual meetings with each centre of excellence, collaboration within centres was explored in depth. Those discussions demonstrated meaningful, effective and ever strengthening collaboration within centres. This is seen as an ongoing priority and will be brought forward as an ongoing action under phase 2.	
4.3.3	Consider how the provision for designation as a "designated institution of higher education" under the Higher Education Authority Act 2022 can progress the recommendation in the *Sahlberg II Report* regarding Marino Institute of Education, when the	DE, DFHERIS, Marino Institute of Education	Q2 2023	Marino Institute of Education are considering their position in this regard.	

	relevant sections are commenced				
4.3.4	Consider revising Teaching Council legislation to ensure that relevant developments and actions resulting from this ITE policy statement and implementation plan will inform accreditation of new programmes from ITE providers.	DE,TC	Q4 2024	The Department is progressing the implementation of the recommendations of the Periodic Critical Review of the Teaching Council through a working group, and consideration of this issue will be progressed as part of this process, in particular through the following recommendations: The Teaching Council and the Department of Education should review section 7(3)(a) of the Teaching Council Act, 2001, to ensure the wording of the Act is sufficiently clear and to consider if the interpretation of this section needs further review.	

4.4.1	Support implementation of *Funding the Future*, the funding and reform framework for higher education, with a view to enhancing the sustainability of core system funding and appropriately recognising the funding requirements for ITE	DFHERIS, DE	Ongoing	The Funding the Future Framework, published by Government in 2022, identified an amount of €307 million as representing the increase in core funding required to deliver enhanced performance, strategic reforms and strengthened quality of outcomes. Over the three budgets since the publication of Funding the Future, a total of €164.4 million additional funding has been secured in Exchequer and employer funding. The €164.4 million figure includes €58.7 million that was secured in Budget 2025, of which €50 million was allocated from the NTF. Over a number of years, additional core funding is being prioritised through the Estimates process in order to deliver on the increased level of funding identified in the framework and to improve system capacity to respond to national priorities, including in relation to public sector skills needs.	
4.5.1	Work with the existing private provider to further develop its alignment with the vision of the	DE, TC, Hibernia College	Q1 2024	The Department of Education and Youth have established an annual engagement meeting with Hibernia College the focus of which is assure that	

	policy for centres of excellence in ITE			Hibernia is aligned with Department policy and vision for ITE.	
5.1.1	Convene annual meetings between HEIs, Teaching Council and Department of Education for updates on curriculum developments, key policy developments and relevant research findings (for example, Primary Curriculum Framework, PISA, TIMSS)	TC, DE	Q2 2023	Annual meetings have been held each year since 2021, with the last one held on 16 June 2025.	
5.1.2	Establish an Advisory Group on ITE to support progress on the actions coming from this policy statement	DE and stakeholders	Q4 2023	An Advisory Group for Initial Teacher Education has been established with representation from a broad range of ITE stakeholders including teacher educators at Primary and Post Primary level, student teacher, representatives from the Teaching Council, Oide, and other relevant Department of	

				Education officials from Curriculum Policy, Teacher Supply, Early Years, and policy and strategy.	
5.1.3	Gather information on current arrangements for partnership and feedback between ITE providers and schools to inform future phases	HEIs, DE, TC	Q3 2023	The Department of Education and Youth have set up annual engagement forums with all seven Centres of Excellence. The first such engagement took place in 2024 and 2025 meetings served as a consultation and engagement forum on a range of issues related to the implementation of the ITE Policy Statement, including feedback on engagement between ITE providers and schools.	
5.1.4	Consider actions to improve internal communication within HEIs on curriculum and policy developments in ITE	HEIs	Q3 2023	The Department of Education issue a twice monthly newsletter to all HEI' engaged in initial teacher education. This newsletter details developments in ITE policy and all other policy developments within the Department of Education with relevance for HEI's.	
5.1.6	Continue to invite increased contributions from ITE to the development of	DE	Q2 2023	In July 2025 the Minister for Education and Youth announced a National Convention on Education which will bring together all stakeholders in	

	Department policies and strategies.			education including ITE. The Convention will inform a new long term Education strategy for Ireland.	
5.1.7	Continue to collaborate with teacher education support services to ensure that linkages between ITE and *Droichead* are clear for student teachers and that there is a shared understanding of the depth and breadth of provision on areas of common interest and to avoid any duplication	HEIs, DE	Q3 2023	Oide, the national support service for teachers and school leaders in Ireland was established on 1 September 2023. It was formed through the integration of four existing support services: • Centre for School Leadership (CSL) • Junior Cycle for Teachers (JCT) • National Induction Programme for Teachers (NIPT) and • Professional Development Service for Teachers (PDST) Oide holds annual engagement events with HEI's to provide information to student teachers on Oide's TPL provision.	

5.1.8	Engage with HEIs to ensure consistency of message re *Cosán* and the building of reflective practice methodologies into ITE and other programmes for teachers' professional learning, as outlined in the *Cosán Action Plan*	DE, TC, HEIs	Q4 2023	This action will now be considered in line with commitments made under action 5.3.1 of Phase 2 Implementation.	
5.2.1	Student-teacher representation will be requested for the Advisory Group on ITE	DE	Q4 2023	Achieved, see action 5.1.2	
5.3.1	Representatives from early learning and care and further education and training will be represented on the Advisory Group on ITE to be established.	DE, DCEDIY, DFHERIS	Q4 2023	Achieved, see action 5.1.2	

5.3.2	As recommended by the OECD, encourage some joint training/courses in the preparation for early years educators and primary teachers to help raise the recognition of work done by early years educators, inform professional practices of staff in different levels of the education system and support transition practices	DCEDIY, DE, HEIs	Q4 2023	This work is ongoing and will be carried forward to phase 2. One interesting example relates to the M.Oid. in Irish-medium and Gaeltacht education was established under the Policy on Gaeltacht Education for practising primary and post-primary teachers and school leaders. It is currently being delivered by TCD.	
6.1.1	Assess current opportunities to link research in ITE with others in the education system	DE	Q1 2024	The Department of Education and Youth Research, Policy and Practice Steering Group (RPPSG) established in 2023, aims to enhance the integration of research, data and evidence into the policy cycle of design, implementation and evaluation. In doing so it has sought to strengthen the relationship between RPPSG and HEIs by hosting a series of workshops on research projects	

				and educational outcomes throughout 2025 culminating in the inaugural Educational Research Summitt in November 2025. There was significant interest in the Call for Abstracts for this event, and the programme offered a diverse mix of futures-oriented educational research from across Ireland, including in Initial Teacher Education. Phase 2 of the Policy Statement will include an action to hold ITE themed workshops as part of the ongoing work of the RPPSG.	
6.1.2	Increase awareness of platforms for sharing of research findings between ITE and others in education (e.g. T-Rex)	DE	Q2 2024	The T-REX Project Group decided to undertake the first systematic survey of teacher-research activity across Ireland. The project, called The Landscape for Teacher Research Activity in Ireland, aims to provide the first “high altitude” perspective on this vital practice, and enable a new understanding of the landscape of research engagement by teachers in the country. The project hopes to develop better representation of teacher professional activity, which typically is not considered to include research as a core part of practice. SEED Funding was awarded from Mary Immaculate College,	

				which afforded the team the opportunity to work with Research Assistant, Ms Tonya Pell (University of Galway). This research will provide valuable insights for the T-REX project to be able to better capture and support teachers engaging in research across the country.	
6.1.3	Initiate a policy discussion on how best to enable and benefit from research in ITE	DE, TC, HEIs, Support Services, NCCA	Q4 2024	The Department of Education and Youth Research, Policy and Practice Steering Group (RPPSG) established in 2023, aims to enhance the integration of research, data and evidence into the policy cycle of design, implementation and evaluation. In doing so it has sought to strengthen the relationship between RPPSG and HEIs by hosting a series of workshops on research projects and educational outcomes throughout 2025 culminating in the inaugural Educational Research Summitt in November 2025. There was significant interest in the Call for Abstracts for this event, and the programme offered a diverse mix of futures-	

				oriented educational research from across Ireland, including in Initial Teacher Education. Phase 2 of the Policy Statement will include an action to hold ITE themed workshops as part of the ongoing work of the RPPSG.	
6.2.1	Consider participation in international reviews to expand information available on teaching and teacher education (e.g. OECD research) as compared to the experience in other jurisdictions	ERC, DE, TC	Q4 2024	Consideration given but no participation planned during the first phase of implementation. The action will be carried forward to the second phase implementation plan for further consideration.	
6.2.2	Commission research as part of the proposed Teaching Council and Department of Education joint longitudinal research project which will	TC, DE	Q4 2023	The third research objective of the TC and DE jointly commissioned and funded Teachers' Professional Journey: The First Decade (2024-2030) research study will be to explore teachers' early professional learning and how different ITE models influence beginning teachers' professional experiences and practices.	

	consider the strengths of various models of ITE				
6.2.3	Examine international examples of ITE programmes, which allow for increased flexibility between educators in early learning and care, primary, post-primary and further education	DE, DCEDIY, HEIs	Q4 2024	See action 1.2.6	
6.2.4	Continue to engage with relevant OECD research project and policy-development work and review OECD research findings	DE	Ongoing	This is an ongoing action and will be carried forward into Phase 2.	

Appendix B: ITE Working Group Membership

Chairperson	Noreen Finnegan Principal Officer Initial Teacher Education Department of Education and Youth
Teaching Council	Margaret O'Hynds Flanagan Deputy Director Governance and Strategy
Teaching Council	Brid Murphy Head of Policy and Communications
Teacher Supply	Seamus Keating Principal Officer Teacher Supply
Special Education	Brendan Doody Principal Officer Special Education – Co-ordination Unit
TPLS/Early Years	Maresa Duignan Teacher Professional Learning and Early Years
DFHERIS	Alex Dowdall Assistant Principal Higher Education Policy
DFHERIS	Padraig Flynn Assistant Principal Access
Inspectorate	Esther Doyle Principal Officer Inspectorate ACI SC Redevelopment and Teacher Professional Learning
Oide	Barry Nolan Divisional Director
Education 2050	Caoimhe Allman – replacement to be confirmed Assistant Principal Action Group 1: Workforce Development Education 2050
Initial Teacher Education	Paula Reynolds Assistant Principal Initial Teacher Education

Appendix C: ITE Advisory Group Membership

Organisation	Title
Department of Education and Youth (DEY) **Workforce Division**	Aoife Conduit (Chairperson), Assistant Secretary
DEY Inspectorate	Yvonne Keating, Chief Inspector
Curriculum, Assessment and Teacher Professional Learning (DEY)	Mark Bohan, Principal Officer
Communications, Evidence, Strategy and policy (DEY)	Tomas O'Ruaric, Assistant Secretary
The Teaching Council	Phil Fox, Acting Director.
Department of Further and Higher Education, Research, Innovation and Science	Keith Moynes, Assistant Secretary Higher Education Policy and Access
NCSE	Helen Walsh, Principal Officer, Inclusion and Education Support Services
TPLS/Early Years (DEY)	Maresa Duignan, Principal Officer
Teacher Supply (DEY)	Seamus Keating, Principal Officer
Oide	Pádraig Kirk, Managing Director
NCCA	Patrick Sullivan, Deputy Chief Executive of the NCCA
Student teacher representative	Rhianna Foley McGuire Post Primary Student Teacher in ATU St Angelas
ITE providers' representatives	Prof. Nicola Ingram, Head of the School of Education UCC; Dr Niall Seery, Chair of Technological Education, TUS (Athlone Campus); Dr Anna Logan, Primary Department DCU Institute of Education;

	Dr Majella Dempsey, Head of Department Education, Maynooth University
ITE Policy (DEY)	Noreen Finnegan

Appendix D: Oide/HEI Collaborations 2024 to 2025

HEI Collaboration; Examples from across the organisation in 2025

In all instances of curriculum reform across both primary and post primary, HEI contribute to design of the curriculum through representation on NCCA development groups. Oide is also part of these development groups and as such would cooperate with our HEI colleagues, alongside other members of the development groups, to support curriculum design.

Oide come together as an organisation three times a year for collective professional learning. These events usually take place over two days and external speakers from HEIs generally make up part of the programme of events to support Oide's professional development. Some of the areas explored with support from HEI inputs where; Human-Centred Leadership, Building Culture, Change Management, Generative AI and Organisational Behaviour.

In preparation for design, Oide personnel ensure that content is research informed and aligned with national and international best practice. To support this, Oide teams will regularly engage with HEI's to facilitate their professional development in a given area.
The table below contains specific examples of these collaborations.

There are a number of projects and pilots that Oide are/have been involved with. Many of these are developed and supported by HEI's.
The table below lists specific examples of these collaborations.

The Oide team are regularly asked to provide external inputs for PME students in HEI. Inputs can include an overview of the work of Oide or more subject specific supports.
The table below includes specific examples of some of the most recent subject supports provided by Oide personnel to HEI's.

HEI Collaboration; Examples specific to sector/division

Oide Primary Divisions	
Area	**Brief Description of HEI Role**
Language Teams: Reading for Pleasure	A lecturer from NUIG is looking at Reading for Pleasure with the Reading Recovery team this academic year. They meet online over the course of the year to discuss, and share evidenced informed best practice in relation to Reading for Pleasure. The sessions are facilitated by a lecturer in NUIG.
Language Teams: Reading Recovery	In 2025, a member from the Reading Recovery team gave an input to students in Mary Immaculate College.
Primary Inclusive Education Team: CEALT	In November 2025, a member of the Primary Inclusive Education team gave and input to a group from Mary Immaculate College and Limerick Education Centre to support their establishment of a Community of Practice for EAL teachers called CEALT.
Primary PCF/Social Environmental Education (SSE) Team	In Feb. 2025 the SEE team had input from MIC Lecturer Anne Dolan. The foci were; • Exploring religions, beliefs and worldviews whilst also developing geography skills. • Questioning as a geography skill. • Integration using the global learning themes and what they might look like in the classroom. In May 2025 the SEE team had input from DCU Lecturer Caitriona Ní Cassaithe. The focus was; • Playful learning in history.
Small Schools Project	• **University of Ulster:** The Small Schools Project (National Project Coordinator) engaged with the University of Ulster to explore The Future Schools Toolkit and how it can be incorporated into the Project. An input was arranged and a number of meetings to

	understand the origins and compare the circumstances of the Northern Education system to the Southern in supporting the sustainability of Small Schools. • **University of Zaragoza, Teruel Spain:** The Small Schools Project (National Project Coordinator) engaged with the Education department in the University of Zaragoza in an Erasmus Plus Exchange. The NPC visited Teruel on an Erasmus Plus Expert funding to present at the Regional Conference for Rural Education and organised reciprocal visits from a lecturer in the University and Teruel Regional Department of Education and Support Service personnel. This was to begin exchanges to compare and learn from each other's systems and process for sustaining and supporting rural schools.
Oide Post Primary Divisions	
Area	**Brief Description of HEI Role**
Junior Cycle Religious Education	November 2025 – The RE Team facilitated a 2-hour lecture titled Teaching and Learning in Junior Cycle Religious Education for over 100 first-year students at the DCU Institute of Education. November 2025 – The RE Team facilitated a 2-hour lecture titled Teaching and Learning in Junior Cycle Religious Education for over 100 second-year students at the DCU Institute of Education. November 2024 – The RE Team facilitated a 2-hour lecture titled Teaching and Learning in Junior Cycle Religious Education for over 100 first-year students at the DCU Institute of Education. November 2024 – The RE Team facilitated a 2-hour lecture titled Teaching and Learning in Junior Cycle Religious

	Education for over 100 second-year students at the DCU Institute of Education
Junior Cycle Home Economics	September 2025 – The HE Team facilitated a 2-hour lecture titled Home Economics – An Overview for over 100 first- and second-year students at ATU St. Angela's. March 2025 – The HE Senior Leader delivered a keynote speech titled Nurturing Lifelong Skills: The Value of Home Economics in Education at the launch of the B.Ed. in Home Economics and Technology, TUS Athlone. December 2024 – The HE Team facilitated a 2-hour lecture titled Home Economics – An Overview for over 100 first- and second-year students at ATU St. Angela's.
L1LPs L2LPs	By invitation from Mary Immaculate College, St. Angelas Sligo & UCD our team facilitate once a year in each HEI, an overview of the L1LPs & L2LPs for all primary and post primary practising teachers who are engaging with the DE funded Post Graduate Diploma in Inclusive & Special Education.
LCCS	Involvement from Higher Education, Oct 2025 Computer Science Week: • "LCCS Teacher Self-Efficacy and Professional Development - What Works, For Whom and Why?", TU Dublin - Roisin Faherty, Monday October 20th, 2025. • "AI and Cybersecurity at MTU", George O'Mahony, Monday October 20th, 2025. • "Create AI", NCI - Julie Power, Wednesday October 22nd, 2025.
Oide Digital Technologies	
Area	**Brief Description of HEI Role**
BRICS (Building a Real-Life Integrated Curriculum in STEM)	DCU are conducting research on the Professional Learning Experiences.

	Collaboration with TUS Athlone to host the Shared Learning Day.
EU Code Week	TUS facilitated training events for EU Code Week tutors. This training helped inform the practice and work of tutors.
AR/VR Project	Collaborating with Mary Immaculate College, Limerick on an AR/VR project with a focus on Integrated STEM through the use of AR/VR and emerging technologies.
FACTaL (Formative Assessment using Microsoft Copilot for Teaching and Learning)	FACTaL is a collaborative research project between the Centre for Assessment Research, Policy and Practice in Education (CARPE), Dublin City University (DCU), and Oide Technology in Education (TiE). The project aims to explore how GenAI is being used by Irish post-primary teachers in their practice, with a specific focus on using Microsoft 365 Copilot in formative feedback. The research seeks to identify both the benefits and challenges of integrating AI into classrooms, with the goal of informing future teacher professional learning. Project Objectives: • To investigate how Irish post-primary teachers are utilising GenAI in their practice, including the specific tools they use, and the purposes for which they use them. • To analyse how teachers are using GenAI to create and provide feedback to students, focusing on the effectiveness and efficiency of these practices. • To assess whether a professional learning module can influence how teachers use Microsoft 365 Copilot in their feedback practices.
Technology in Education (TiE)	A member of the Technology in Education (TiE) team facilitated two sessions with student groups in ATU – St Angela's in collaboration with Maria Campbell. The sessions covered the

	work of TiE including Scoilnet, Webwise, Course and Professional Learning as well as IT support Structures. This is the second year this input has been offered by Oide TiE.
Oide Leadership Division	
Area	**Brief Description of HEI Role**
Post Primary Forbairt Programme	This programme provides leadership development for experienced school leadership teams which consist of a principal, deputy principal, and two assistant principals. As part of this programme, Prof. Finian Buckley from the DCU Business School provides a full day of professional learning to school leaders in organisational change, culture, and trust.
Post Graduate Diploma in School Leadership (PDSL)	This programme is an 18-month, level 9, blended learning programme for aspiring leaders, delivered locally in 9 Education Support Centres with two online options, one trí Gaeilge. The programme is aimed at Aspiring leaders who can be teachers and/or school leaders in a middle or senior leadership role. It is jointly accredited by UL, UCD and the UoG.
Droichead Induction	
Area	**Brief Description of the HEI Role**
Droichead Induction with the Teaching Council	The Droichead Induction Division together with the Teaching Council facilitate, a joint two-hour presentation to final year student teachers on an annual basis. The Droichead Induction Division's presentation is titled '*An Introduction to Droichead: HEI Presentation to Final Year Student Teachers 202X.202X'.*

	The aim of this joint presentation is to share information with student teachers relevant to their induction year and to give them an overview of the supports offered by Oide and in particular by the Droichead Induction Division to NQTs. Topics addressed include the continuum of teacher education, strands A and B of the Droichead process, and the non-evaluative nature of the Droichead process. From January 2024 – December 25 the Droichead Induction Division have facilitated the following presentations: Primary English Presentations: **12** Post-primary English presentations: **32** Bunscoil - Imeachtaí as Gaeilge: **2** Iar-bhunscoil- Imeachtaí as Gaeilge: **2** **Total: 48**
Oide Gaelaonad	
Area	**Brief Description of the HEI Role**
FCÁT/CLIL Pilot Project	HEI cooperated closely over two school terms with Oide, shared a wealth of insights and expertise, contributing to the support that Oide provides schools as part of the FCÁT/CLIL project. Involved with the 'CLIL World Conference' in Maynooth University - organised by PPLI.
Team Teaching	Oide facilitated a live workshop to students in DCU.
Transition Year	Oide facilitated a live workshop to students in DCU.

Tionól Teagaisc	The annual conference for Post-Primary Irish language teachers affords opportunity for teachers to gather for and to attend, a variety of PLE engagements. Anna Ní Choirbín, ATU St Angela's Sligo, provided a workshop on Junior Cycle Gaeilge.
Tionól Forbartha Gaeloideachas	21st November 2025 - Tionól Forbartha Gaeloideachas in partnership with COGG 2025 Oide teams provided two inputs: • Gaeilge mar Theanga Bhreise i mBunscoileanna T1 • Aiseolas Ceartaitheach i gComhthéacs an Tumoideachais

HEI Collaboration; Examples from across the organisation in 2024

In all instances of curriculum reform across both primary and post primary, HEI contribute to design of the curriculum through representation on NCCA development groups. Oide is also part of these development groups and as such would cooperate with our HEI colleagues, alongside other members of the development groups, to support curriculum design.
At primary, Oide senior leaders cooperated with HEI staff through both the NCCA *Leading Out* series and the more recent *Re-imagining Curriculum* series.

This year, Oide personnel engaged with Ahead.ie, through the UCD Access Campus, to offer the UD Digital Badge across the organisation. Oide staff represented 12% of the National rollout this year with almost 100 staff completing the badge. Engagement with the course progressed our work as a support service universally designing professional learning experiences for teachers and school leaders in support of broader UDL system messaging.

In preparation for design, Oide personnel ensure that content is research informed and aligned with national and international best practice. To support this, Oide teams will regularly engage with HEI's to facilitate their professional development in a given area.
The table below contains specific examples of these collaborations.

There are a number of projects and pilots that Oide are/have been involved with. Many of these are developed and supported by HEI's.

The table below lists specific examples of these collaborations.

The Oide team are regularly asked to provide external inputs for PME students in HEI. Inputs can include an overview of the work of Oide or more subject specific supports. The table below includes specific examples of some of the most recent subject supports provided by Oide personnel to HEI's.

HEI Collaboration; Examples specific to sector/division

Oide Primary Divisions	
Area	**Brief Description of HEI Role**
Language Teams: Play Based Pedagogies for Primary	In October 2023, lecturers from Mary Immaculate College facilitated a session with the Oide Primary Languages and Inclusion teams on play-based pedagogies for the Primary Context.
Language Teams: Transfer of Skills	In January 2024, a lecturer from the Froebel Department of Maynooth University facilitated a session with the Primary Languages teams (PLC, Literacy and Gaeilge) on the transfer of skills, a key concept of the new integrated Primary Language Curriculum (PLC). The session explored the theoretical underpinnings of the transfer of skills, drawing from contemporary research in this area and offered practical, evidence-based strategies to support PLLs in supporting teachers and school leaders with implementing the Transfer of Skills within their unique contexts.
Primary STEM Teams: Primary Maths Curriculum	In September 2023, St. Patrick's College/DCU facilitated a PL session focused on the algebra strand to the Primary STEM Teams.

	In October 2024, they facilitated a further session based on Shape and Space. Both days developed the teams' understanding of how changes in content across these areas in the PMC can be supported with school leaders, teachers, and pupils.
Primary Inclusive Education Team and Primary Languages Teams	In March 2024, an EdD from Marino Institute of Education will facilitate a session on Social Justice and Education.
Primary STEM Team: EDI in STEM	In 2022, UCD and the PDST Primary STEM Team collaborated to run the Equality, Diversity & Inclusion in STEM project with schools across the four provinces. This involved an introductory online webinar hosted by UCD personnel, school support visits conducted by support service personnel and a shared learning day that was hosted on the UCD Campus.
Primary STEM Team: Lesson Study for Mathematics	In 2023, lecturers from Mary Immaculate College Limerick provided input during an introductory online webinar for participating schools involved in the PDST Lesson Study in Mathematics project. They presented findings from the Pupil Consultation for the Primary Mathematics Curriculum during the Lesson Study Shared Learning Day for schools.
Oide Post Primary Divisions	
Area	**Brief Description of HEI Role**
Junior Cycle History	A former History teacher who now works with PME student teachers in Trinity College contributed a short audio recording to the Junior Cycle History cluster day materials for 2022/23. The recording outlined suggested approaches on how students can work with different types of sources from and about the past in a History classroom.

Junior Cycle Religious Education	Mary Immaculate College (MIC) collaborated with the JCT RE team in spring 2023 in the preparation and facilitation of an elective event for Religious Education (RE) teachers exploring Object- Based Learning (OBL) as an effective methodology to support teaching and learning in the RE classroom. During this event Dr. Kieran described and demonstrated how she introduces OBL to ITE students of MIC.
Junior Cycle Home Economics	During the Home Economics core PLE for 2023-2024 there are video clips of a lecturer and Researcher in Education from St Angela's College sharing her thoughts on how Home Economics teachers, can plan to integrate and develop cognitive, practical, and procedural skills in the Home Economics practical classroom. During the same event a lecturer in Education and Home Economics Pedagogy, shared two methodologies that could be used to enhance teaching and learning in the Home Economics practical classroom.
	In October 2023 two PLLs from the Home Economics team facilitated a 2-hour workshop for ITE students in St. Angela's College outlining how the reform at junior cycle has reframed the approach to teaching, learning, and assessment of Home Economics.
L1LPs L2LPs	By invitation from Mary Immaculate College, St. Angelas Sligo & UCD our team facilitate once a year in each HEI, an overview of the L1LPs & L2LPs for all primary and post primary practising teachers who are engaging with the DE funded Post Graduate Diploma in Inclusive & Special Education.
Programmes Support: Transition Year	By invitation from DCU and ATU St. Angela's, a PLL and Senior Leader co-facilitated one guest lecture in each institution to undergraduate education students about the current Transition Year Programme and introduced the draft Transition Year Programme Statement and where to find information on same.

	The cohort of student teachers in DCU were year 4 students from the BEDLAN and BREHM programmes, while the students in ATU St. Angela's were 3rd Year BAPME students.
Technologies	*3D printing in the Technology Subjects* I-form, based on the UCD campus in collaboration with 3D WIT, (on the SETU campus in Waterford) provided a programme of elective CPD for teachers in area of 3D printing. They created resources and engaged with teachers in three online sessions throughout the academic year 2020/2021.This was followed by three in-person sessions in the 2021/2022 academic year which allowed teachers to come together and explore some of the concepts that they had experienced in the online space. These sessions were facilitated b ATU Sligo, UCD and the SETU campus in Waterford. The HEI provided expertise and insights into the area of 3D printing and its applications in an educational context. The resources and video content created are still available to teachers.
	Exploring Laser Cutting in the Technology subjects Collaboration with ATU Connemara in the 2021/2022 to develop a series of three webinars focused on Laser technology in secondary classrooms. As part of the collaboration a series of resources which supported student learning in this area were created. The HEI provided expertise and insights into practicalities of using the laser cutting machine. The use of CAD software to create designs for your laser machine was also addressed. The resources and video content created are still available to teachers.

Oide Creativity	The School of Design & Creative Arts at ATU co-designed and co-delivered two elective workshops. These workshops, focused on two-dimensional and three-dimensional drawing and sculpture/construction. ATU have also given access to their studio spaces to facilitate graphic workshops.
	HEI lecturer co-designed and co-delivered an elective workshop to support Digital Media Literacy regarding misinformation and disinformation
Senior Cycle Economics	SC Economics webinars *The Economics of sustainable development,* Dr. Lisa Ryan (UCD) was a guest speaker. *Exploring historical economics,* Dr. John Considine (UCC) was a guest speaker
Maths	TY Spatial Thinking Programme developed in partnership with TU Dublin, TU Shannon Midlands Midwest (2021 – 2024)
	There have been guest speakers from HEI's at various Professional Learning Events, facilitated by the Support Services: • Lesson Study SLD - UCD (2023) • JC Webinar – UL (2020) • JC Symposium – DCU (2019)
	Maths Meet (ATU, DCU, Dundalk IT, NUIM, UCD, University of Dublin, TUD, University of Galway) Hosted in • Maynooth University (2022, 2017, 2013) • Athlone IT (2019) • UCD (2018, 2016, 2015)
Numeracy	The Numeracy Deep Dive Programme engages the services of the University of Galway.

LCCS	Facilitation/Co-facilitation of various skills workshops including; Javascript, Micro:bit, Python (2020 – 2024) from a number of HEI's including; • University of Galway • ATU Letterkenny • TU Dublin • University of Limerick
Oide Digital Technologies	
Area	**Brief Description of HEI Role**
Weave Project	DCU designed and facilitated learning experiences for the teachers involved in the project.
	Resources co-created by DCU, PDST and teachers involved in the project.
EU Code Week	TUS facilitated training events for EU Code Week tutors. This training helped inform the practice and work of tutors.
Oide Leadership Division	
Area	**Brief Description of HEI Role**
Post Primary Forbairt Programme	This programme provides leadership development for experienced school leadership teams which consist of a principal, deputy principal, and two assistant principals. As part of this programme, Prof. Finian Buckley from the DCU Business School provides a full day of professional learning to school leaders in organisational change, culture, and trust.
Post Graduate Diploma in School Leadership (PDSL)	This programme is an 18-month, level 9, blended learning programme for aspiring leaders, delivered locally in 9 Education Support Centres with two online options, one trí Gaeilge.

	The programme is aimed at Aspiring leaders who can be teachers and/or school leaders in a middle or senior leadership role. It is jointly accredited by UL, UCD and the UoG.
Oide Gaelaonad	
Area	**Brief Description of the HEI Role**
FCÁT/CLIL Pilot Project	HEI cooperated closely over two school terms with Oide, shared a wealth of insights and expertise, contributing to the support that Oide provides schools as part of the FCÁT/CLIL project.
Junior Cycle Gaeilge	Mary Immaculate College contributed input to PLE Gaeilge T1 Tralee IT contributed input in PLE Gaeilge T1
Team Teaching	Oide facilitated a live workshop to students in DCU and St. Angelas College
Transition Year	Oide facilitated a live workshop to students in DCU, ATU and St. Angelas College
Tionól Teagaisc	The annual conference for Post-Primary Irish language teachers affords opportunity for teachers to gather for and to attend, a variety of PLE engagements. Hilary Ní Chonchubhair, Lecturer in Education & School Placement Coordinator, School of Education, University College Cork and Seán Ó Broin, School of Education, University College Cork will both be presenting a live workshop at the Tionól Teagaisc, March 9th 2024

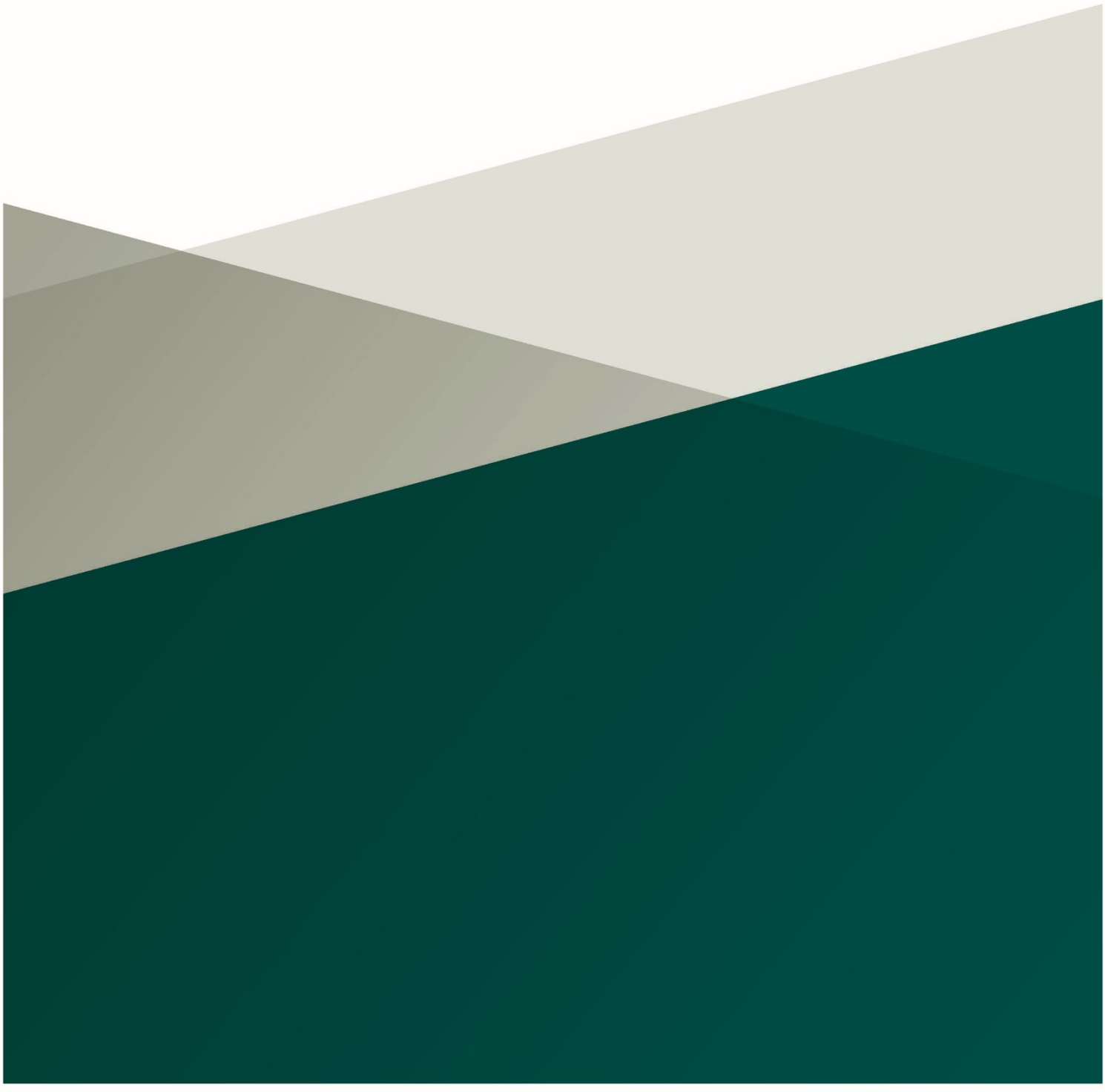
Appendix E: Table of Indicators

The table below sets out the Phase 1 indicators as published in the ITE Policy Statement (2023) and summarises progress where indicators are related to discrete milestones or activities. It does not constitute a comprehensive indicator-based evaluation, as a formal monitoring framework and consistent data systems were not in place during Phase 1.

Phase 1 achieved a number of foundational milestones, particularly in relation to governance, engagement, and accreditation. Indicators relating to longer-term system outcomes were not operationalised for reporting due to the absence of agreed baselines, methodologies, and consistent data systems.

Phase 2 implementation includes actions to strengthen data, evidence, and monitoring. See action 5.1.1 in Phase 2 Implementation Plan.

Goal	Indicator (as published)	Phase 1 Progress / Position
Goal 1: Attractive and accessible ITE	The number of applicants to primary and post-primary ITE programmes (source: CAO/HEA data).	Insufficient reliable data currently available to enable reporting.
	The number of enrolments in ITE students of diverse backgrounds.	Comprehensive Diversity Data to inform this indicator was not developed during Phase 1 See update 1.2.2 in Appendix A.
Goal 2: Preparing student teachers for evolving challenges	The number of ITE programmes meeting the standard required by Céim in the second cycle of accreditation (source: Teaching Council).	See Phase 1 Action update no. 2.1.1 in Appendix A

	Relevant stakeholders engage in dialogue on exit standards.	Dialogue on programme standards and exit standards did not take place in Phase 1 and has been carried forward as an action under Phase 2.
	Student teachers experience a diverse range of school placements.	See Phase 1 Action update no. 2.5.1 in Appendix A
Goal 3: Connection with education system needs	The gap between teacher demand and supply.	Indicators relating to teacher supply and demand were not operationalised for reporting during Phase 1.
	There is new ITE provision in response to identified needs.	See Phase 1 Action update no. 3.3.2 in Appendix A
	Post-primary curricular subject requirements are expanded to cover new subjects/ areas (source: Teaching Council).	See Phase 1 Action update no. 3.3.3 in Appendix A

	Enhanced awareness of collaborative practices between HEIs and other education stakeholders.	See Appendix D
Goal 4: ITE structures enabling high-quality provision	Level of engagement between HEI teacher educators, support services, and other relevant stakeholders.	See Appendix D
	Framework developed for engagement between DE, other stakeholders, and ITE centres of excellence.	See Phase 1 Action update no. 4.3.1 in Appendix A
Goal 5: Communication and collaboration systems	Annual information sharing meetings between DE and HEIs/ITE providers established.	See Phase 1 Action update no. 4.3.1 in Appendix A
	Advisory Group on ITE established and meeting.	See Appendix C
	Breadth of stakeholder representation within the Advisory Group.	See Appendix C
Goal 6: Strong research base	Level of ITE-based research being shared with other relevant stakeholders in the education system.	These levels were not monitored under Phase 1 and have been carried forward as actions under Phase 2.
	Level of international research opportunities being engaged with by Ireland.	These levels were not monitored under Phase 1 and have been carried forward as actions under Phase 2.