

*Report of the Review Panel to the
Teaching Council following a review
of an Initial Teacher Education
programme*

Name of HEI: **Dublin City University Institute of
Education (DCU)**

Name of Programme: **Bachelor of Education in Gaeilge
and French or German or Spanish**

Date: **March 2023**

Publication of this Report

The Teaching Council routinely makes information available to the public in relation to its functions and activities and, in line with that practice, this report will be available on the Council's website, www.teachingcouncil.ie.

Contents

Programme Overview 3

Background..... 3

Particular requirements for post-primary programmes 3

The Review Process 4

Overall Findings 6

 Programme Design..... 7

 Programme Resourcing..... 15

 School Placement..... 17

Recommendation 20

Appendix 1 - Review Panel Membership 21

Appendix 2 - Teaching Council Registration: Curricular Subject Requirements (Post-primary)
Effective for registration on or after 1 January 2023 23

Programme Overview

This report relates to the review of the following programme provided by Dublin City University Institute of Education (DCU):

Bachelor of Education in Gaeilge and French or German or Spanish, hereinafter referred to as 'the programme'.

Background

Céim: Standards for Initial Teacher Education sets out the standards which programmes of initial teacher education in Ireland must meet in order to gain accreditation from the Teaching Council. It is also a benchmark for anybody seeking to register as a teacher in Ireland. Kind

The Teaching Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education* (hereinafter referred to as the *Procedures*) sets out the process by which programmes are reviewed.

DCU submitted a completed pro forma, toolkits and appendices which mapped the programme against each of the standards outlined in *Céim: Standards for Initial Teacher Education*. The programme was reviewed by the Review Panel following the *Procedures*.

Particular requirements for post-primary programmes

In November 2020, the Council published *The Teaching Council Registration Curricular Subject Requirements (Post-Primary)*, which set out the Council's revised subject criteria requirements for approved curricular subjects. The requirements may be met through studies incorporated into a concurrent programme of initial teacher education or may be met through undergraduate studies prior to completing a consecutive programme of initial teacher education. This also guides providers of post-primary consecutive programmes in determining suitability of entrants, outlining which curricular subjects, entrants can ultimately be registered to teach, as well as matching students to appropriate methodology modules.

The Review Process

The review of the **Bachelor of Education in Gaelige and French or German or Spanish** at DCU took place between September 2022 and March 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	The Council notified DCU of its intention to review the Bachelor of Education in Gaelige and French or German or Spanish, on 27 April 2022.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and DCU on 13 May 2022 to provide an overview of the submission documentation and answer queries from DCU.
Step 3 Submission of Pro Forma	DCU submitted the proforma and supporting documentation for the Bachelor of Education in Gaelige and French or German or Spanish on 23 September 2022.
Step 4 Desk-based Review	A desk-based review was conducted by the Council staff on 7 October 2022.
Step 5 Appointment of Review Panel	The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's acting director, with Prof Anne O'Gara as chairperson and Mr Ciarán Flynn and Dr Sarah Anderson as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	The review panel was supported in their role by Triona Cleary as rapporteur. The rapporteur's functions included liaison with DCU, maintaining records of meetings, and drafting and finalising the panel's report in conjunction with the panel Chairperson. The panel was also supported in its deliberations by external subject experts and by the director of the Teaching Council and her executive staff nominees.
Step 6 Review panel meeting 1	The panel met on 9 January 2023 to consider the submission. They requested clarifications from DCU on 17 January 2023. DCU responded to this request on 3 February 2023.
Step 7 Engagement with HEI	The panel chairperson and rapporteur held a pre-meet with the Head of School on 26 January 2023 to discuss arrangements for a site visit.
Review panel meeting 2	The full review panel met on 7 March 2023 to prepare for the site visit.

<p>Site Visit</p>	<p>The panel conducted a site visit to DCU on 10 March 2023. This was also attended by the rapporteur and Teaching Council staff. The panel had a tour of the facilities and met with representatives from the University Management Team, the Programme Chairs, Associate Deans, Placement Co-ordinators, Treoraithe and Students.</p> <p>The panel met the following:</p> <ul style="list-style-type: none"> • Deputy President • Executive Dean, Institute of Education • Deputy Dean, Institute of Education • Associate Dean for Teaching & Learning • Faculty Manager • Assistant Faculty Manager • BEd Programme Year Head • BEdLan Programme Chair • BEdLan Deputy Programme Chair • BReIEd Programme Chair • PEB PEM Programme Chair • PME Joint Programme Chairs • PMEPE Programme Chair • SE Programme Chair • BEd & PMEPE Placement Co-ordinator • BEdLan Placement Co-ordinator • BReIEd Placement Co-ordinator • PME, PEB/PEM, SE Placement Co-ordinator • Associate Dean for Research • Associate Dean for Professional Development & Partnerships • Treoraithe • Students
<p>Step 8 Review panel</p>	<p>The panel compiled their overall findings / recommendations for the report.</p>
<p>Step 9 Reporting</p>	<p>The report was drafted and issued to the HEI for the 30-day feedback period.</p> <p>It was finalised when the final response was received from DCU.</p>
<p>Step 10 Education Committee</p>	<p>The Chair will present the report at the next meeting of the Education Committee. They may decide to; accredit the programme, accredit the programme with requirements or not accredit the programme.</p>

Overall Findings

The panel appreciated the positive engagement by DCU Institute of Education (IOE) with the review and accreditation process and the comprehensive documentation provided. It is clear that the status of the faculty of education within the university is high and that the IOE compares positively with other centres of global consequence in teaching and teacher education.

The panel was impressed by the programmes' overall structure and design which demonstrates a clear alignment with the *Céim: Standards for Initial Teacher Education*. The principles underpinning the conceptual framework are evident across the teaching and learning processes of the programme and the submission provided strong exemplars of responsiveness to local, community, national and international settings and contexts.

The site visit to the Glasnevin and St Patrick's campuses and dialogue with faculty on a variety of programmes demonstrated that there are appropriate programme and subject specific facilities available to support research, teaching and learning. DCU IOE were given the opportunity to showcase some of the innovative practices and initiatives that had not come across in the paperwork.

Opportunities for gaining and demonstrating oral and written academic competence in the B.Ed Gaeilge with French, German or Spanish were explained by faculty on the site visit to DCU.

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The programme received academic accreditation prior to being submitted to the Teaching Council for professional accreditation and is in line with the Council's Registration Regulations 2016.	Yes
1.1.2 Conceptual Framework	<p>The programme is supported by a clearly defined conceptual framework.</p> <p><i>“As a community of teacher educators we want our students and graduating newly qualified teachers to share our commitment to education as a public good, a human right and a force for transformation, equality and inclusion, social justice, global citizenship, and sustainability”.</i></p> <p>In the application, DCU demonstrated how the conceptual framework is developed in the context of the providers' mission and ethos and how it is informed by research and the Council's <i>Policy on the Continuum of Teacher Education</i>.</p> <p><i>“Teacher educators at DCU are committed to research-informed teacher education, actively engaged in a broad and diverse range of research relating to inter alia pedagogies for teacher education and higher education, specific disciplines and subjects, as well as policy and critical thematic analysis”</i></p> <p>They demonstrated the core idea that being and becoming a teacher is a lifelong process involving knowledge and skills as well as the development of teacher voice and agency and a commitment to the needs of all learners and the <i>Code of Professional Conduct for Teachers</i>.</p> <p><i>“We seek to model and engender core attitudes, dispositions, knowledge, understandings and skills to equip our graduates to begin their teaching careers believing in the potential of every learner (European Commission, 2017), highly knowledgeable, competent and critically reflective in designing, evaluating and improving (Teaching Council, 2011) teaching, learning and assessment, engaging with and in research, and in their own personal and career long professional development.”</i></p> <p>The application evidenced how the conceptual framework provides a rationale for the model of ITE which has been adopted.</p> <p><i>“As a DCU concurrent post primary ITE programme, the BEdLan programme offers opportunities for disciplinary and</i></p>	Yes

	<p><i>interdisciplinary approaches integrating subject knowledge with foundation and professional studies. There are ample opportunities for students to engage in situated learning and reflective practice, supporting the development of subject specialists equipped with the attitudes and dispositions to be educators of the human person."</i></p> <p>The application demonstrated how school placement is the fulcrum of the continuum of teacher education.</p> <p><i>"Professional placement is the central axis where student teachers experience situated learning, explore knowledge connected to practice, engage in professional learning communities and begin learning to "think...to know...and to feel like a teacher" (Feiman-Nemser, 2008)".</i></p> <p>DCU confirmed that student teachers are given the opportunity to actively learn from practising teachers and "teacher fellows" through the Teacher Fellows Initiative and "dynamic and interactive workshops and seminars".</p> <p><i>"Practising teachers contributing to the BEdLan programme are carefully chosen based on their expertise and experience in innovative methodologies appropriate to their practice in the fields of language education."</i></p>	
1.1.3 Programme Aims	<p>The application clearly defined the aims of the programme, demonstrating how the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes.</p> <p>The programme aims are demonstrated in specific learning outcomes such as:</p> <p><i>"...on successful completion of the BEdLan Programme, the student teacher will be able to demonstrate an ability to use: effective interpersonal communication skills;" and "an ability to communicate clearly in the target languages studied"</i></p> <p>The application showed how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities which allows "DCU to maintain national standards in initial teacher education and language education which will positively impact the teaching and learning of pupils at post-primary level"</p> <p>DCU confirmed that the programme will enable newly qualified teachers to facilitate quality teaching and learning for all pupils and that "pedagogical approaches embodied in the BEdLan programme are carefully chosen to ensure that student teachers are prepared for teaching, learning,</p>	Yes

	<p><i>reflective practices, and assessment in their schools, and for entry to their professional role.”</i></p> <p>The application demonstrated how the programme aims foster student teachers’ agency and mind-set to be open to professional growth and learning over the course of their careers, to reflect on their own professional learning and that of their pupils, and to support their pupils in achieving their full potential.</p> <p>DCU <i>“sees teachers as reflective and constructively critical in their engagement with teaching and learning, with the teaching profession and with education.”</i></p> <p><i>“Students are required to engage with and critically evaluate research literature on different aspects of education; and are given multiple opportunities to reflect on their own learning, their teaching practice and the learning of their pupils.”</i></p>	
<p>1.1.4 Programme Duration & Balance</p>	<p>The review process determined that this concurrent programme meets the criterion of a minimum of four years duration, and how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure.</p> <p>Bachelor of Education in Gaeilge with French or German or Spanish is a four year, 240 ECTS concurrent degree. It comprises 120 ECTS of Education, of which School Placement comprises 60 ECTS, and Foundation and Professional Studies comprise 60 ECTS. There are 120 ECTS credits allocated for the subject discipline modules with 60 ECTS credits for Gaeilge and 60 ECTS for the other language chosen. Students can choose between French, German or Spanish</p> <p>The programme meets the Teaching Council Subject Requirements (Post-Primary) for Gaeilge, French, German and Spanish. As evident in Toolkit A, the programme is structured in a manner which ensures that there is a balance between all areas of study over the course of the four years.</p> <p>DCU demonstrated that all areas of study are relevant to students’ future work as teachers, that the programme will facilitate student teachers’ personal development and their growth and wellbeing into their professional role, enabling them to become responsible, trustworthy, and reflective practitioners who are prepared for life in the classroom.</p> <p><i>“Modules taught through the medium of the target language develop students’ content knowledge & pedagogical content knowledge simultaneously.”</i></p>	<p>Yes</p>

	<i>“Interaction and collaboration between students, practising teachers and HEI BEdLan staff allow students to develop their own professional identity and to establish their own role within this professional learning community within post-primary education and also language education.”</i>	
1.1.6 Integration and Diversity of Programme Content	<p>The submission established that foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice and that the programme design follows a spiral learning approach.</p> <p><i>“The spiral nature of the BEdLan programme is premised on the idea that students move from engagement at foundational level with key areas of knowledge to a higher and deeper level of engagement as they move through the programme developing adaptive expertise.”</i></p> <p>The application showed how the programme allows student teachers to experience a variety of teaching, learning and assessment modes including small group work.</p> <p><i>“Practical workshops, language laboratories and enquiry-based learning characterise student engagement and model good practice in terms of teaching and learning”</i></p> <p>and that <i>“opportunities for individual and collective reflection are a key feature of the BEdLan structure”</i></p>	Yes
Aptitude Test	DCU completed an ‘Aptitude Test’ declaration form, confirming that the programme design allows for the provision of ‘aptitude tests’ for teachers who have qualified outside of the State.	Yes
<u>1.1.7 Required Areas of Study</u>	<p>The review process determined that the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u></p> <p>The programme provides research informed insights to support student teachers’ understanding of the practices of teaching, learning and assessment for all pupils, provides the basis of a strong professional ethic in teaching and learning and includes curriculum studies, the history and policy of education, philosophy of education, psychology of education and sociology of education.</p> <p><i>“Module PR108 aims to introduce students to the fundamental concepts and themes in the foundation disciplines as these bear on the work of the teacher of languages at second level students.”</i></p>	Yes

	<p>The programme, enhances students’ understanding of the Irish education system, locates it in context and enables students to think critically about it, particularly in the “R106 History of Irish Education & Current Issues and PR300 Curriculum, Policy & Assessment” modules.</p> <p><i>“All foundation discipline modules are informed by research pertaining to individual disciplines, and students are encouraged and supported to engage with current research on teaching and learning in particular as it pertains to the Irish Education system (for example, policy documents, relevant academic journals, materials such as personal reflective journals etc).”</i></p> <p><u>Professional Studies</u></p> <p>DCU demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge (PCK).</p> <p><i>“Teachers need the procedural knowledge of language to be competent and confident language teachers and they need the declarative knowledge of language structures in order to teach language form and to know when to teach it.”</i></p> <p><i>“PCK modules in language pedagogy feature in each of the four years of the B Ed Lan degree.”</i></p> <p>The programme ensures that opportunities are provided for students to experiment with and explore new and emerging technologies for teaching and learning and that their communicative skills are advanced.</p> <p><i>“By engaging pre-service teachers in technology-rich learning experiences, they are challenged to redefine their own understandings of learning. This will empower them to see alternative ways of working with learners in the classroom.”</i></p> <p>The programme enables students “to develop the dispositions, understandings and skills to support the development of adaptive expertise” and provides for an “analysis and critique of the professional responsibilities of the teacher in relation to design and delivery of the second level curriculum”</p> <p><u>School Placement</u></p> <p>The school placement handbooks were commendably detailed and clear. A significant strength of school placement on all DCU IOE programmes is the focus on the</p>	
--	---	--

	<p>school-university partnership. The support for treoraithe is admirable with the “Partnership for Learning” programme for DCU partner schools providing an excellent exemplar of the “opportunities for fruitful collaborations across the education continuum” referenced in the Pro Forma.</p> <p>DCU demonstrated how the school placement model on the programme provides opportunities for student teachers to experience a high support/high challenge model of placement with <i>“scaffolded interaction with school-based teaching colleagues”</i> actively encouraged. <i>“They engage in microteaching which affords rich opportunities to practise teaching, learning, classroom management and assessment in a supported clinical setting on campus.”</i></p> <p>Students are given the opportunity to plan for and undertake class teaching, learning and assessment and are <i>“expected to (to) plan for and undertake, class teaching, learning and assessment using a wide range of strategies in a diversity of class settings and subject levels.”</i></p> <p>The student teacher will be encouraged to reflect critically on their practice and programme of study through their Taisce, reflecting on feedback and identifying areas for further professional learning for Droichead.</p> <p><i>“Opportunities are provided for students to reflect on their emerging identity as teachers and to critically reflect on and respond to feedback received on their practice”</i></p> <p><u>Core elements of programmes of ITE</u></p> <p>The review process determined that the following elements underpin all aspects of the programme.</p> <p>1. Inclusive Education</p> <p>The submission demonstrated that inclusive education is an important aspect of the programme. In the second year S1220 introduction to Inclusive Education module:</p> <p><i>“Socio-cultural factors that impact on the distribution of educational access, participation and advantage/ disadvantage are explored and the concepts of equity and equality are interrogated through discourses around inclusion.”</i></p> <p>and</p> <p><i>“The role of the Post Primary language teacher in relation to the establishment of inclusive learning environments and</i></p>	
--	---	--

	<p><i>facilitating access to the curriculum for all learners including those with special educational needs is an important focus”.</i></p> <p>2. Global Citizenship Education</p> <p>DCU evidenced how global citizenship education and education for sustainable development is integrated into the programme.</p> <p><i>“Global Citizenship Education is integrated with Inclusive Education in module SI220 where students encounter learner diversity as an enriching aspect of education, and learn how to plan and teach lessons based on equality of opportunity and in a manner that facilitates all pupils to reach their potential.”</i></p> <p>Students also engage in modules which focus on development of their cultural awareness prior to their third year immersive educational experience in their target language.</p> <p>3. Professional Relationships and working with parents</p> <p>The application evidenced how the programme supports and encourages student teachers to establish working relationships with parents and other stakeholders in the education sphere.</p> <p><i>“Strategies for communication with parents/guardians are provided to include principles & guidelines for reporting and students are encouraged to be solution oriented & consider their role in supporting productive home-school partnerships.”</i></p> <p><i>“there is a strong focus on supporting students in developing a deep understanding of the distinct and complementary roles of professionals such as special education teachers and special needs assistants and therapists involved in support provision within and outside the school.”</i></p> <p>4. Professional identity and agency</p> <p>The application demonstrated how the programme supports the development of the teacher as a self-reflective autonomous professional and a life-long learner.</p> <p><i>“The BEdLan programme seeks to nurture and develop student teachers' understanding of their emerging agency as autonomous professionals and members of communities of practice.”</i></p>	
--	--	--

	<p><i>“A spiral approach is taken to the opportunities offered to students for reflection on, discussion of, and deconstruction and reconstruction of their identities as teachers”.</i></p> <p>5. Creativity and Reflective practice</p> <p>DCU demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators, and researchers:</p> <p><i>“On the BEdLan programme a creative mindset is fostered through the provision of choice and scope to students in the development of learning materials and learning approaches to support teaching practice”</i></p> <p>6. Literacy and Numeracy</p> <p>The programme design shows a commitment to enhance students’ own literacy and numeracy while also ensuring that they learn techniques to develop their future pupils’ literacy and numeracy skills in their future teaching careers.</p> <p><i>“In order to ensure gradual, effective and integrated literacy development among our student teachers, students are exposed to a wide range of texts relevant to language education.”</i></p> <p><i>“Numeracy is also addressed across placement modules of the BEdLan programme where students are encouraged to ensure that numeracy as a key skill of Junior Cycle is developed among their own pupils.”</i></p> <p>7. Digital Skills</p> <p>DCU demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.</p> <p><i>“Using participatory and collaborative approaches, our students gain experience with a range of digital tools, technologies and approaches to support teaching, learning, and assessment for all learners”.</i></p> <p>Students <i>“learn to integrate digital tools to enhance engagement”</i>, increase <i>“interactivity within the classroom”</i> and <i>“facilitate structured independent learning with their students”</i></p>	
Post-primary: Curricular subject criteria registration requirements	The programme is Level 8 on the National Framework of Qualifications (NFQ) with a minimum pass result in all examinations pertinent to the subject of Gaeilge and one other language (French, German or Spanish).	Yes

	<p>Each subject meets the minimum subject specific requirements for registration from January 2023 and meet the minimum requirement of 60 ECTS each.</p> <p>Technology-enhanced learning experience in second languages were further confirmed with faculty detailing virtual language exchanges taking place with students in partner universities which allows students to practice their target language.</p>	
	<p>The review process determined that the subject discipline components include subject specific curricular studies and pedagogies (methodologies).</p> <p><i>“Students as autonomous learners, their learning, and meaningful target-language communication in our classroom communities form the centre of our pedagogy”.</i></p> <p><i>“Students complete communicative tasks that assist them in fostering their linguistic/cultural development with a balanced focus on fluency, accuracy and content knowledge.”</i></p>	Yes
1.1.8 Learning and Assessment Strategies	<p>In the application, DCU demonstrated how the principles, beliefs, and values about teaching, learning and assessment which are set out in the conceptual framework are evident in the teaching, learning and assessment modes used in the programme. It demonstrated the relationship (constructive alignment) between the learning opportunities and the assessment criteria which student teachers are expected to meet, and how the assessment processes and procedures are coherent and integrated using a variety of assessment modes.</p> <p><i>“Assessment of BEdLan students is coherent and integrated using a wide variety of assessment modes appropriate to the learning outcomes, subject disciplines and areas of study.”</i></p> <p><i>“In second year, module EC216 focuses explicitly on assessment for, and of learning in the language classroom developing the ability of B Ed Lan students to assess all five language skills: reading comprehension, listening comprehension, written production, spoken production and spoken interaction.”</i></p>	Yes

Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	The review process determined that the programme meets this standard by providing:	Yes

	<ul style="list-style-type: none"> •programme staff qualifications and experience •evidence that from May 2022 at least 50% of all School Placement Tutors will be registered as teachers with the Teaching Council, with 61% of their existing placement tutors registered with the Teaching Council. <p>Leadership is aware of the need to ensure faculty are registered with the Teaching Council and are providing support to ensure those whose registration has lapsed regain it.</p> <p>The application demonstrated the staff distribution mechanisms they have in place to show that prior to qualification, while on school placement, a student teacher will be summatively assessed at least once by a registered teacher.</p> <p>It also demonstrated how the student: staff ratio of 15:1 is achieved, with the programme demonstrating a current ratio average of 13.6:1.</p> <p>DCU evidenced the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including that relating to teaching enhancement, learning and development, mentoring, buddying, and coaching, educational fee supports, study leave, research support and sabbatical leave.</p>	
1.2.3 Facilities	The application established that there are appropriate facilities available to support research and teaching and learning, providing the following: libraries, language laboratories, digital technology resources, sports facilities, silent and group research spaces, science laboratories and microteaching studios.	Yes
1.2.4 Student Support and Guidance Systems	<p>The submission demonstrated the provisions that are in place for the personal and social development and pastoral care of student teachers.</p> <p>DCU have a wide range of student supports and services including academic, personal, and financial supports.</p> <p>It was evident that students receive general support through university services as well as targeted support more specific to the development of a teacher and challenges a classroom setting can provide.</p> <p>DCU illustrated how a student teacher might transfer to an alternative programme, where feasible, and to carry credits in so doing, with due regard to the exit award arrangements already in place in DCU.</p>	Yes

	<i>"BEdLan students can request to exit from their ITE programme of study with an alternative lesser credit award"</i>	
1.2.5 Communication and Decision-making Structures	<p>The submission demonstrated the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes.</p> <p><i>"Responsibility for programme management rests with the Programme Chair and Programme Board which comprises full time staff teaching on the programme, student representatives for each programme year, a faculty administrator, the Associate Dean for Teaching and Learning and the relevant Heads of School."</i></p> <p><i>"17 academic staff from the DCU Institute of Education are represented on Academic Council".</i></p>	Yes
1.2.6 Financial Resources	The review process determined that the programme is adequately resourced to ensure that programme aims are met through student fee income and state grants.	Yes

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	<p>The DCU school placement model supports the shared vision for school placement. The review process determined that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners.</p> <p><i>"The development of professional collaboration opportunities throughout each placement period, i.e. between STs and school-based partners, Tutors and schools, and HEI and school-based, helps to support and encourage collaborative professional learning."</i></p>	Yes
1.3.2 Duration	<p>The submission demonstrated that the duration of school placement is in compliance with the Teaching Council's requirements and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard.</p> <p><i>"Students engage in a minimum of 200 hours of direct teaching experience over the course of the programme. The weekly teaching-hour requirements are incremental, appropriate and mindful of student wellbeing"</i></p>	Yes
1.3.3 Elements of School Placement	The application showed that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the Guidelines on School	Yes

	<p>Placement and regarding the stage the student teacher is at on the programme.</p> <p><i>“Programme design facilitates structured preparation for professional placement through lectures (including guest speakers who are practising teachers); and workshops”.</i></p>	
1.3.4 School Placement Models	<p>The review process determined that school placement models are developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement.</p> <p><i>“professional lines of communication are facilitated and partnerships encouraged across and between sites of learning.”</i></p>	Yes
1.3.5 Securing of Placement	<p>The application confirmed that DCU assumes overall responsibility for the placement of student teachers.</p>	Yes
1.3.6 Diversity of Placement Settings	<p>The programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts.</p> <p><i>“In communications to schools and students, the expectation that STs will engage in multi-class and/or mixed ability teaching situations is made.”</i></p>	Yes
1.3.7 Taisce in School Placement	<p>The submission provided evidence of the approaches DCU is utilising to enable the student teacher to demonstrate, using their Taisce:</p> <ul style="list-style-type: none"> • an understanding of inclusive education as applicable to that context • an understanding of working with parents <p>Students are given opportunities to reflect on how inclusive education is promoted in their placement school or to visually represent what an inclusive school looks like and to engage in a mock face to face parent teacher meeting or critically reflect on a parent teacher meeting they have observed.</p>	Yes

<p>1.3.8 Research in School Placement</p>	<p>The review process determined that the student teacher engages in research on their own practice that demonstrates the connection between the sites of practice with students being required to undertake a Capstone Project in the Year 4 PR407 Research Project module.</p> <p>As an Institute of Education, faculty provided exemplars of programme elements which are research informed and research driven. School partners explained how student research carried out during placement and shared during school sharing events had been used for school improvement. The impact of the learning from the research and the 'sharing out events' on decision-making processes for the HEI were also noted.</p>	<p>Yes</p>
<p>1.3.9 School Placement: Evaluation and Assessment</p>	<p>The submission demonstrated that all student teachers are supported and assessed by two or more placement Tutors, and at least once by a registered teacher. It outlined the teaching enrichment and mentoring support offered to students who fail a module of school placement.</p> <p><i>"Students who have failed a module, those who have been awarded less than 50%, and those whose tutors have recommended that they receive additional supports are invited to attend Placement Support Seminars which take place in Semester 1.....In addition to these seminars, students may be offered one-to-one mentoring support when deemed necessary".</i></p>	<p>Yes</p>

Recommendation

Having regard to the documentation that was submitted, the panel adjudges that the programme meets the standards set down by the Teaching Council in *Céim: Standards for Initial Teacher Education* and in The Teaching Council Registration Curricular Subject Requirements (Post-Primary)

Accordingly, it recommends to the Teaching Council that the programme be granted accreditation.

Appendix 1 - Review Panel Membership

Chair: Prof Anne O’Gara

Professor Anne O’Gara has had a long and varied career in Irish education. She was appointed President of Marino Institute of Education (MIE) in August 2006, having previously worked as a Primary Inspector with the Department of Education and Skills and taught for more than twenty years. She was awarded the title of Adjunct Professor in the School of Education, Trinity College Dublin (TCD) in recognition of her experience and leadership in the field of teacher education in Ireland. Nominated by the Minister of Education and Skills to The Teaching Council, Anne represented the primary colleges of education as a Council member from 2007-2012 and completed a second term on Council from 2016-2018. She continues to act as Chair of Review and Accreditation Panels for The Teaching Council, as required. Anne is currently Deputy Chair of the Board of Tusla, the Child and Family Agency, a Board member of The Ark and a member of the Early Learning and Care Qualifications Advisory Board.

Panel Member: Mr Ciarán Flynn

Ciarán Flynn, Educational Consultant, retired from his eight-year tenure as General Secretary of the Association of Community and Comprehensive Schools (ACCS), where he advised and supported the Boards of Management and Principals of the 96 post-primary schools in the Association. He acted as a Management nominee on the Teaching Council for a three-year term, chairing the Audit and Risk Committee. He chaired the joint research project of the Teaching Council and the Department of Education and Skills on “Teacher Supply” and also chaired the Placement System Working Group.

He was Principal of Navan Community College and the founding Principal in 1994 of Ashbourne Community School. In his 30 year teaching career he worked in a number of Dublin and Meath schools as a Science and Career Guidance teacher, then as a Deputy Principal and completed his Masters in Education Management in the University of Ulster in 1994. He worked for an eight-year period as a Part-Time Lecturer in DCU on the M.Sc. in Educational Training and Management programme in areas such as Action Research and Leadership and supervising Masters students.

He was a member of the national Leadership Development for Schools Team for a three-year period working with newly appointed Principal and Deputy Principal teachers countrywide on behalf of the Department of Education and Skills. As an Educational Consultant he has worked for and with individual schools, regional and national educational bodies in carrying out investigations, supporting and promoting professional development. He also carries out work for the Department of Education and Science in a number of areas and for the State Examinations Commission as a member of the Audit and Risk committee. He is the Chairperson of the boards of management of two schools in the Leinster area and recently retired from Chairpersonship of the Le Chéile Schools Trust.

Panel Member: Dr Sarah Anderson

Sarah K. Anderson is a Senior Lecturer in Education at the University of Glasgow in Scotland. Sarah has a PhD in Teacher Education with a cognate in Educational Leadership from the University of North Dakota, USA in addition to a master’s degree in special education and an undergraduate degree in teaching secondary level social sciences. Sarah is also a Fulbright Scholar to Norway (2011-2012) and continues to work with Fulbright as faculty advisor for the

Distinguished Teacher award. From 2012-2020 Sarah worked at Mayville State University in the role of Associate Professor and Accreditation Coordinator. Sarah is also a reviewer of teacher education programmes internationally with the Council for the Accreditation of Educator Preparation (CAEP). As a teacher educator, she has instructed graduate and undergraduate pedagogical courses at the secondary level, taught courses in special education, advised capstone portfolios and dissertations, and supervised clinical experiences. Her research interests include teacher appraisal, continuous improvement efforts, progress monitoring, educational policy, and effective instructional strategies. Sarah is the leader of the Research and Teaching Group (RTG) for Pedagogies, Praxis & Faith with strategic oversight for initial teacher education within the scope of the General Teaching Council Scotland (GTCS).

Appendix 2 - Teaching Council Registration: Curricular Subject Requirements (Post-primary) Effective for registration on or after 1 January 2023

Gaeilge

In order to meet the registration requirements, set down in the Teaching Council (Registration) Regulations in respect of the curricular subject of Gaeilge an applicant must meet all of the following criteria:

1.
 - (a) Applicants must hold a degree-level qualification, with Gaeilge studied up to and including third-year level or higher (or modular equivalent).
 - (b) The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass result in all examinations pertinent to the subject of Gaeilge.
 - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Gaeilge comprising at least 60 ECTS credits (or equivalent).
2. The study of Gaeilge/Irish during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Gaeilge syllabus/specification to the highest level in post-primary education (see www.curriculumonline.ie).

The degree must also include the study of the following:

- a) Language skills (reading, spoken production, spoken interaction, listening and writing)
 - b) The study of texts (texts refer to all products of language use including aural, oral, written, and digital texts)
3. Prior to completion of their teacher education studies, applicants should provide verifiable evidence of an immersive educational experience in Gaeilge of a minimum of four weeks duration. This may be accessed in two blocks, each of which must be at least two weeks. At least one of these blocks must be in a Gaeltacht setting with the option of one block in an Irish medium setting.

The immersive educational experience(s) must be one of the following:

- a) attending an Irish language course
- b) working as a staff member in an educational setting in the Gaeltacht
- c) conducting an action research project which is of relevance to their teaching studies

- d) engaging in School Placement.
4. Evidence of linguistic competence
- a) All applicants must provide evidence of linguistic competence in the language. This can be demonstrated by providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed.
 - b) Alternatively, applicants can provide certification of achieving level B2.2 standard of an independent language competency test.
 - c) Applicants for whom the language is their first language.

Curricular Languages (French, German, Spanish)

In order to meet the registration requirements, set down in the Teaching Council [Registration] Regulations in respect of the curricular subject of the specific Curricular Languages an applicant must meet all of the following criteria:

1.
 - (a) Applicants must hold a degree-level qualification, with the specific curricular languages studied up to and including third-year level or higher (or modular equivalent).
 - (b) The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass result in all examinations pertinent to the subject of the specific curricular language.
 - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of the specific curricular language comprising at least 60 ECTS credits (or equivalent).
2. The study of the specific curricular language during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the specific curricular language syllabus/specification to the highest level in post- primary education (see www.curriculumonline.ie).
3. Evidence of linguistic competence
 - a) All applicants must provide evidence of linguistic competence in the language. This can be demonstrated by providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed.
 - b) Alternatively, applicants can provide certification of achieving level B2.2 standard of an independent language competency test.
4. The degree must also include the study of the following:

a) Language skills (reading, spoken production, spoken interaction, listening and writing)

b) The study of texts (texts refer to all products of language use including aural, oral, written, and digital texts)

5. Prior to completion of their teacher education studies, applicants should provide verifiable evidence of an immersive educational experience in the curricular language of a minimum of four weeks duration.

This may be accessed in two blocks, each of which must be at least two weeks. At least one of these blocks must be in a setting where the language is the vernacular language of the region / country.

The immersive educational experience(s) must be one of the following:

- a) attending a language course
- b) working as a staff member in an educational setting
- c) conducting an action research project which is of relevance to their teaching studies
- d) engaging in School Placement