

*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 Religious Education  
with English or History or Music**

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](http://www.teachingcouncil.ie).

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## Programme Overview

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

**Bachelor of Religious Education with English or History or Music**, 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.

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 Religious Education with English, History or Music** 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 Religious Education with English, History or Music, 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 Religious Education with English, History or Music 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 Ciaran Flynn and Dr Sarah Anderson as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	<p>The review panel was supported in their role by Triona Cleary as rapporteur.</p> <p>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.</p>
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 2-23 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"> <li>• Deputy President</li> <li>• Executive Dean, Institute of Education</li> <li>• Deputy Dean, Institute of Education</li> <li>• Associate Dean for Teaching &amp; Learning</li> <li>• Faculty Manager</li> <li>• Assistant Faculty Manager</li> <li>• BEd Programme Year Head</li> <li>• BEdLan Programme Chair</li> <li>• BEdLan Deputy Programme Chair</li> <li>• BReIEd Programme Chair</li> <li>• PEB PEM Programme Chair</li> <li>• PME Joint Programme Chairs</li> <li>• PMEPE Programme Chair</li> <li>• SE Programme Chair</li> <li>• BEd &amp; PMEPE Placement Co-ordinator</li> <li>• BEdLan Placement Co-ordinator</li> <li>• BReIEd Placement Co-ordinator</li> <li>• PME, PEB/PEM, SE Placement Co-ordinator</li> <li>• Associate Dean for Research</li> <li>• Associate Dean for Professional Development &amp; Partnerships</li> <li>• Treoraithe</li> <li>• Students</li> </ul>
<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 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.

The Teaching Online Programme (TOP) which is supported by online tutors who are practicing teachers is a strength of this programme.

## 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 BREHM 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 "interactive workshops and seminars".</p> <p><i>"Many of the practising teachers working with our STs are leaders in their subject area and model innovation, collaboration and creativity in their significant contribution to the professional studies aspect of the programme."</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 learning outcomes such as being able to <i>"evaluate a broad range of activity-based strategies and methodologies in order to creatively apply them in the Junior and Senior Cycle classroom ensuring the diverse needs of all pupils are met"</i>.</p> <p>The application showed how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.</p> <p><i>"Our aim is that all students will develop a set of highly valuable and demonstrable transversal skills and knowledge. This will promote personal agency and empower graduates to be future-capable, giving them the competence, confidence and conviction to pursue a career, which they have, reason to value. The curriculum is designed in the context of those attributes and skills"</i></p> <p>DCU demonstrated how the programme will enable newly qualified teachers to facilitate quality teaching and learning for all pupils, how it prepares student teachers for teaching,</p>	Yes



	<p>learning, reflective practices, and assessment in their schools, and prepares them for entry to their professional role.</p> <p><i>“The pedagogical approaches embodied in the BREHM programme are carefully curated to ensure that STs are prepared for high quality dynamic teaching, learning, assessment and reflective practices in their schools, and for entry to their professional role.”</i></p> <p>The submission showed 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><i>“The programme also views teachers, and, by corollary, student teachers (STs), as agentic members of communities of practice and lifelong learners and prioritises collaboration, reflection, and responsive agency”</i></p> <p><i>“STs are encouraged to consider and apply innovative and creative modes of teaching and learning to meet the diverse needs and learning styles of pupils from different backgrounds with varying dispositions towards learning.”</i></p>	
<p>1.1.4 Programme Duration &amp; 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 Religious Education with English, History or Music 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 Religious Education and 60 ECTS for the other subject discipline chosen. Students can choose between English, History or Music.</p> <p>The programme meets the Teaching Council Subject Requirements (Post-Primary) for Religious Education, English, History and Music. 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</p>	<p>Yes</p>

	<p>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>"STs are encouraged to become active members of subject associations (English, History, Music, Religious Education), to build upon their professional learning &amp; establish themselves within professional learning communities in their subject areas".</i></p> <p>The application also referenced a <i>"context and engagement"</i> period that students undertake at the beginning of the school year during their professional practice which prepares students for <i>"life in diverse contexts &amp; classrooms and active engagement within new professional learning communities"</i> which the application asserts <i>"has a positive impact on ST identity, confidence &amp; openness to working collaboratively with colleagues."</i></p>	
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 programme design is premised on a spiral learning approach as students move from engagement at foundational level with key areas of knowledge and skills to a higher and deeper level as they move through the programme developing adaptive expertise."</i></p> <p>The application referenced a final year <i>"Practice Based Research Project"</i> which encourages them to reflect on their classroom practice and how it is influenced by other factors and supports them in consolidating <i>"their understanding of prior learning, academic research, theory, policy and practice."</i></p> <p>The submission showed how the programme allows student teachers to experience a variety of teaching, learning and assessment modes.</p> <p><i>"Case studies, problem-based learning, project learning, learning portfolios, challenge-based learning and reflective activities are used to enable critical reflection and to promote knowledge integration (e.g. ED4950)."</i></p>	Yes
Aptitude Test	<p>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.</p>	Yes

<p><u>1.1.7 Required Areas of Study</u></p>	<p>The review process determined that the Foundation Studies, Professional Studies &amp; 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>“Within the study of the psychology of education (ED1302), students consider the importance of learning theories which helps to provide a foundation for the understanding of changes to the syllabi and curricular enactment.”</i></p> <p>The programme, enhances students’ understanding of the Irish education system, locates it in context and enables students to think critically about it.</p> <p><i>“...students are encouraged and supported to engage with current research on teaching and learning in particular as it pertains to the Irish Education system”.</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.</p> <p><i>“While there are general pedagogical ideas, understandings and practices that are relevant across all areas of the post-primary curriculum, RE, English, History and Music teaching and learning brings with it its own concepts, epistemological processes, representations and ways of knowing.”</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>“...the BREHM also prioritises the need to empower student teachers to engage with the digital 'tools' of the 21st century and to develop Technological, Pedagogical Content Knowledge - TPACK. (Mishra &amp; Koehler, 2006)”</i></p>	<p>Yes</p>
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	<p>Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise.</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 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 provide opportunities for student teachers to experience a high support/high challenge model of placement:</p> <p><i>“The alignment of progressional input and practice across foundation and professional studies; subject disciplines; and PP allows for a highly structured and supported framework facilitating appropriate high challenge and support.”</i></p> <p>Students are given the opportunity to plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels and to also observe experienced teachers.</p> <p><i>“The addition of structured observation of experienced teachers in diverse class settings/subject levels; and engaging in team teaching [5] with Treoraithe allows STs and Treoraithe to reflect on, and collaboratively critique practice.”</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>“The necessity for STs to respond to feedback is ensured with the sharing of Teacher Skills Observation Instruments (TSOI) online between tutors to encourage ST implementation of feedback.”</i></p> <p><i>“Through ED3950 Loop Reflect Taisce Research activities [15], STs reflect on their learning and apply their insights.”</i></p>	
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	<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.</p> <p><i>“As well as deepening students' awareness of inclusion in a broad sense, core education modules also seek to develop students' ability to provide for the learning needs of pupils with additional learning needs.”</i></p> <p><i>“The role of the post primary teacher in relation to the establishment of inclusive learning environments, including digital environments, and facilitating access to the curriculum for all learners including those with special educational needs is an important dimension of this programme.”</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>In ED4301 <i>“students engage with and respond to current issues in Religious Education, such as intercultural education, interreligious education, education for sustainable development, social justice and inclusion in the religious education classroom.”</i></p> <p><i>“The integration between Inclusive Education and Global Citizenship Education rooted in the principle of care for others is a feature of all Professional Preparation and Practice modules”</i></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>“STs are encouraged to consider how effective communication can enhance relationships with parents on placement (PP) in alignment with school policy.”</i></p>	
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	<p><i>“The involvement of guest speakers introduces STs to statutory bodies, professional organisations &amp; professionals who play an active role in education &amp; school-family partnerships eg. Teaching Council/NIPT personnel, Patron/BOM/Parent Association reps, NPC, NCSE, PDST, NCCA, NEPS, CLOs, Subject Associations, Trade Unions, legal professionals etc.”</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>“Lectures, seminars, workshops and tutorials are designed on the premise that teacher identity is both a concept and a process (Céim: Standards for Initial Teacher Education, p.4) and that teachers are always becoming and being teachers, renegotiating their professional identities throughout their working lives”.</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>“The BREHM programme fosters and embeds the development of spaces to build students' innovative and creative capacity to think alternatively, craft imaginative approaches to teaching, assessment and learning and allow the emergence of something "new"”</i></p> <p><i>“Within their research project (ED4950), the student teacher, through a self-study approach, creatively offers an answer to a research question. This impacts the agency of the teacher (Priestley, 2017) and how they can be innovative in their approach to future educational challenges.”</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>“Throughout the programme, students enact and reflect on a range of research-informed instructional frameworks to support the literacy development of all learners (see for example in modules ED1301, ED2300 and ED3300).”</i></p>	
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	<p><i>“ED2301 explores how the Junior Cycle and Senior Cycle promote the key skills of literacy and numeracy and the whole school response to these important competences”</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>“Digital technologies are also widely employed and utilised by academic staff throughout the BREHM programme for instance in ED1300, ED1950, ED2950, ED3950, ED4950 with a view to modelling good practice for student-teachers in the use of these tools for teaching, learning, and assessment.”</i></p>	
Post-primary: Curricular subject criteria registration requirements	<p>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 Religious Education and one other subject (English, History or Music). Each subject meets the minimum subject specific requirements for registration from January 2023 and meet the minimum requirement of 60 ECTS each.</p>	Yes
	<p>The review process determined that the subject discipline components include subject specific curricular studies and pedagogies (methodologies).</p> <p><i>“The curriculum is scaffolded, so that students begin with foundational subjects in year one and engage in more focused reflection and study in subsequent years”.</i></p> <p><i>“In all of these areas, students develop not only technical and pedagogical competency, but also foster empathy and an understanding of the complexity of the world in which we live– hallmarks of a learning experience informed by the humanities, education, and the academic study of religion.”</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>	Yes

	<p><i>“Assessment is seen as central to teaching and learning and in the BREHM programme it is viewed as a bridge and support to teaching and learning.”</i></p> <p><i>“Authentic assessment also aims to replicate the tasks and performance standards typically found in the world of the classroom which have a positive impact on student learning, autonomy, motivation, self-regulation and metacognition”</i></p> <p><i>“The approach of the BRelEd programme is to disrupt previous views of assessment and engage the student-teacher in a broad understanding of assessment as diagnostic, formative and summative.”</i></p>	
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## Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	<p>The review process determined that the programme meets this standard by providing:</p> <ul style="list-style-type: none"> <li>•programme staff qualifications and experience</li> <li>•evidence that from September 2022 at least 50% of all School Placement Tutors will be registered as teachers with the Teaching Council, with 62.5% of their existing placement tutors registered with the Teaching Council.</li> </ul> <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 14:38</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>	Yes
1.2.3 Facilities	<p>The application established that appropriate facilities are available to support research and teaching and learning, providing the following: libraries, language laboratories, digital technology resources, sports facilities, silent and</p>	Yes



	group research spaces, science laboratories and microteaching studios.	
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><i>“BREHM students have regular communications with their Programme Chair. Drop in sessions are organised where students can come in groups, or individually to raise queries and concerns about the programme.”</i></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> <p><i>“BREHM students can request to exit from their initial teacher education programme of study with an alternative lesser credit award.”</i></p>	Yes
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?
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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 SP Model employed is a research-informed (Donlon et al., 2020; Doyle et al., 2021; Donlon et al., 2022) Hybrid Model [4] encompassing school and HEI sites of practice and learning - synchronous; asynchronous; face-to-face microteaching; school-based observations, team-teaching, and individual teaching in the classroom introduced incrementally over the course of the programme.”</i></p>	Yes
1.3.2 Duration	<p>The submission demonstrated that the duration of the 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 direct teaching of over 200 hours [3] in a school setting over 34 weeks (Appendix 5). This includes a minimum of 22 hours team teaching.”</i></p>	Yes
1.3.3 Elements of School Placement	<p>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 Placement and regarding the stage the student teacher is at on the programme.</p>	Yes
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>The School-HEI partnership model is a collaborative model of partnership and is "based on a partnership approach that is mutually enriching for school communities, HEIs and student-teachers[STs]" (Teaching Council, 2021,8), informed by research (Hall et al., 2018; Ní Áingléis, 2012) and grounded in the principles of Wenger's(1998) community of practice.”</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>	Yes

	<i>"In briefings, school communications and via PP Handbooks, the expectation that students will engage in multi-class [e.g. choral teaching] and/or mixed ability teaching [all groups] situations is communicated."</i>	
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"> <li>• an understanding of inclusive education as applicable to that context</li> <li>• an understanding of working with parents</li> </ul> <p>During their professional practice, student teachers are required as part of their Loop Reflect Taisce activities to engage in professional conversations with school personnel about parents as key partners in the school community.</p> <p><i>"One example requires students to formulate a template for use at a PP PT meeting."</i></p>	Yes
1.3.8 Research in School Placement	<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 during at least one school placement module.</p> <p>Students are required to undertake a Practice Based Research Project in Year 4 to <i>"consolidate their understanding"</i> and <i>"reflect on their classroom practice"</i>.</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>	Yes
1.3.9 School Placement: Evaluation and Assessment	<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>"An individual plan to assist the ST in working towards achieving the goals is devised. STs are assigned to timetabled support sessions before they commence their next placement. The support sessions focus on areas of difficulty"</i></p>	Yes

## 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

### Religious Education

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

1. (a) Applicants must hold a degree-level qualification, with Religious Education 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 Religious Education.  
  
(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Religious Education comprising at least 60 ECTS credits (or equivalent).
2. The study of Religious Education during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Religious Education syllabus/specification to the highest level in post- primary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)).

To meet this requirement the degree must include the study of 5 of the following:

- a) Sacred Texts including the Bible
- b) Christianity – Origins and Contemporary Experience
- c) World Religions
- d) Secular Belief Systems
- e) Ethics
- f) Systematic Theology
- g) Philosophy of Religion

### English

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

1. (a) Applicants must hold a degree-level qualification, with English studied up to and including thirdyear 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 English.

- (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of English comprising at least 60 ECTS credits (or equivalent).
2. The study of English during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the English syllabus / specification to the highest level in post- primary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)).
  3. All applicants must provide evidence of linguistic competence in the language. This can be demonstrated by:
    - a) Applicants for whom the language is their first language.

Or

    - b) by 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.

Or

    - c) Alternatively, applicants can provide certification of achieving level B2.2 standard of an independent language competency test
  4. The study of English language and literature during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the English syllabus to the highest level in postprimary education.

To meet this requirement the degree must include the study all of the following areas through the medium of English:

- a) Drama
- b) Poetry
- c) Fiction

And may include the following areas:

- a) Composition and Writing Skills
- b) Film
- c) Theatre
- d) Media Studies

### **Music**

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

1. (a) Applicants must hold a degree-level qualification, with Music 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 Music

(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Music comprising at least 60 ECTS credits (or equivalent).

2. The study of Music during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Music syllabus /specification to the highest level in post- primary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)).

To meet this requirement the degree must include the study of all of the following:

- a) Music Performance
- b) Harmony and Counterpoint
- c) Composition
- d) Aural, Basic keyboard and Music Technology Skills
- e) Western Art Music
- f) Irish Traditional Music

## **History**

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

1. (a) Applicants must hold a degree-level qualification, with History 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 History.

(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of History comprising at least 60 ECTS credits (or equivalent).

2. The study of History during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the History syllabus/specification to the highest level in post- primary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)).
3. To meet this requirement the degree must include the specific study of Irish History