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: **Professional Master of Education (Post Primary)**

Date: **March 2023**

Contents

Programme Overview

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

Professional Master of Education (Post Primary)*,* 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 **Professional Master of Education (Post Primary)** 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 Professional Master of Education (Post Primary) 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 Professional Master of Education (Post Primary) 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 Tríona 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 their 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.

Site Visit	The full review 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. The panel met the following: - 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 - BRelEd Programme Chair - PEB PEM Programme Chair - PME Joint Programme Chairs - PMEP Programme Chair - SE Programme Chair - BEd & PMEP Placement Co-ordinator - BEdLan Placement Co-ordinator - BRelEd Placement Co-ordinator - PME, PEB/PEM, SE Placement Co-ordinator - Associate Dean for Research - Associate Dean for Professional Development & Partnerships - Treoraithe - Students
Step 8 Review panel	The panel compiled their overall findings / recommendations for the report.
Step 9 Reporting	The report was drafted and issued to the HEI for the 30-day feedback period. It was finalised when the final response was received from DCU.
Step 10 Education Committee	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.

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.

This is a two-year blended programme with lectures, tutorials and workshops delivered in the evening and through synchronous and asynchronous learning. The Professional studies Teacher Fellow Initiative which facilitates active teacher input into the delivery of professional studies workshops and plenary sessions deepens and enhances the partnership relationship between the higher education institute and school communities.

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	The programme is supported by a clearly defined conceptual framework. *"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".* 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 *Policy on the Continuum of Teacher Education* *"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"* 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 *Code of Professional Conduct for Teachers* *"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."* The application evidenced how the conceptual framework provides a rationale for the model of ITE which has been adopted. *"As a DCU consecutive post primary ITE programme, the PME programme offers opportunities for disciplinary and*	Yes

	interdisciplinary approaches integrating subject knowledge with foundation and professional studies."	
	The application demonstrated how school placement is the fulcrum of the continuum of teacher education.	
	"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)".	
	DCU confirmed that student teachers are given the opportunity to actively learn from practising teachers.	
	"Beyond Professional Placement, provision is made for sustained opportunities for students to actively learn from practising teachers within the PME through the DCU Teacher Fellow Initiative and research-active teacher input into the delivery of professional studies workshops and plenary sessions."	
1.1.3 Programme Aims	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.	Yes
	The application showed how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.	
	"In the PME Programme we specifically focus on empowering our student teachers through our complete suite of modules and learning outcomes-based curriculum so they are prepared, agile, solution-focused and change oriented in their professional roles as teachers".	
	The submission referenced how the seven core elements as set out in Céim are reflected in the programme's learning outcomes and embedded within the programme.	
	DCU confirmed that the programme will enable newly qualified teachers to facilitate quality teaching and learning for all pupils, how it prepares student teachers for teaching, learning, reflective practice, and assessment in their schools, and prepares them for entry to their professional role.	
	"A wide range of teaching strategies and methodologies are used to encourage an equitable, student-centred and creative approach to teaching and learning. Devising and developing differentiated and inclusive teaching, learning and assessment strategies that enable all pupils to progress	

	in accordance with their potential is a key component of the PME Programme."	
	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. Student teachers engage in group work, reflective tutorials, reflective diaries, online reporting and reflection, case studies, critical incident analysis etc.	
1.1.4 Programme Duration & Balance	The review process determined that this consecutive programme meets the criterion of a minimum of two years duration, and how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure. Professional Master of Education (Post Primary) is a two year, 120 ECTS consecutive programme. It comprises 50 ECTS of School Placement and 70 ECTS of Foundation and Professional Studies. *"The programme operates a blended model of delivery with lectures, workshops & tutorials delivered in the evening & through online synchronous and asynchronous learning."* 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 two years. 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. The programme focuses *"on developing GSTs 'adaptive expertise and professional growth' by providing them with a solid foundation of knowledge, skills & values that will enable them to become effective reflective practitioners capable of continuously evolving their professional practice and redefining their professional identity over the course of their teaching career (Teaching Council 2020)."*	Yes
1.1.6 Integration and Diversity of Programme Content	The submission established that foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice. *"Key to the PME is the application of educational research findings in the design and delivery of the programme*	Yes

	(research on teaching), and the notion of researching our own teaching and of inculcating a critical and investigative mindset in our students (research of teaching)." The programme design follows a spiral learning approach *"that allows for the revisiting of concepts throughout each semester and over the course of the programme's duration".* The application showed how the programme allows student teachers to experience a variety of teaching, learning and assessment modes and provides opportunities for individual and collective reflection. *"Different modes of teaching, learning & assessment are used in the programme recognising that that there is no single best mode appropriate to all contexts (Muijs and Reynolds 2006; Tobias and Duffy 2010)."* Students participate in a variety of learning experiences including *"small group tutorials (face to face and online), group-work, laboratory work, microteaching, seminars, and group projects"* and *"engage in meaningful professional reflection".*	
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
1.1.7 Required Areas of Study	The review process determined that the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard. Foundation Studies 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. *"Looking at concrete educational problems and issues through the lenses of Foundations Studies, students are enabled to appreciate different aspects of—and develop creative solutions to—the significant challenges which present in their schools/communities."* The programme, enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it.	Yes

In the module ES519 History of Education "GSTs are supported in considering the relevance of the History of Education in the development of the Irish post primary education system and to investigate how the History of Education informs teachers' practices."

In the module ES544 Sociology of Education, students are required to *"use a human rights and critically-informed framework to examine key concerns within the Irish Education System and wider society."*

Professional Studies

DCU demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.

"The Subject Specialism modules, delivered by in-service teachers and DCU academics, introduce student teachers to subject specific inclusive pedagogical practices through modelled workshops, seminars and demonstrations where participants experience subject specific methodologies and engage with relevant learning artefacts (e.g. curricular resources, digital and sensory stimuli, academic literature, policy documents etc.) to understand the relationship between theory and practice"

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 communication skills are advanced.

"As the PME operates as a blended model of delivery, participants experience the use of digital technologies as tools in face to face learning environments and in synchronous and asynchronous online environment"

Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise.

"The professional studies element of the PME Programme supports the development of student teachers' adaptive expertise by enabling their development as self-reflective autonomous professionals and curriculum makers with a creative and innovative mindset, confident in their ability to interpret, interrogate and design curriculum as appropriate to contextualised learning communities"

School Placement

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.

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:

"Professional placement acts as a fulcrum for learning within the PME programme where GSTs experience situated learning, explore knowledge connected to practice, engage in professional learning communities, and are supported in the development of their professional vision of teaching and learning."

Students are given the opportunity to observe experienced teachers and to plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels.

Within their yearlong placements, student teachers are *"afforded opportunities to teach pupils at different levels and with differing learning needs across their subject specialist area(s). They engage in direct teaching in these subjects, while also undertaking observation of experienced practitioners and of broader school practices"*

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.

"Taisce is a programme level learning tool which enables students to organise, articulate and document their personal and professional learning journey from the beginning of their programme, to their final year and beyond."

Core elements of programmes of ITE

The review process determined that the following elements underpin all aspects of the programme.

1.Inclusive Education

The submission demonstrated that inclusive education is an important aspect of the programme.

"From the outset of the PME programme student-teachers engage in developing knowledge, skills, agency and identity as inclusive practitioners; teachers who are required, willing, prepared and creatively disposed to valuing and responding to the full spectrum of learner diversities"

2. Global Citizenship Education

DCU evidenced how global citizenship education and education for sustainable development etc is integrated into the programme.

"On the PME Programme GSTs are encouraged to view GCE, not as an isolated body of content knowledge but to see how it is realised through multiple connected fields of learning, for example, Restorative Practice, Human Rights Education, Education for Sustainable Development (ESD), Intercultural Education and Inclusive Education."

3. Professional Relationships and working with parents

The application showed how the programme supports and encourages student teachers to establish working relationships with parents and other stakeholders in the education sphere.

"In seeking to build positive relationships with partners in the learning community, GSTs are introduced to the structures and scaffolds within schools, for example, school support teams and specialised school staff (Guidance Counsellor, HSCL) as key elements to support the experience of pupils and in particular those at risk."

The HD591 Restorative Justice for a Contemplative Education: Relationships and Learning module, provides a practical guide for students in *"communicating with parents both in routine interactions, for example, in parent teacher meetings, and in cases which may be conflictual".*

4. Professional identity and agency
The application confirmed that the programme supports the development of the teacher as a self-reflective autonomous professional and a life-long learner.

"Professionalism is demonstrated by teachers who are effective reflective practitioners, who can apply what they learned in ITE and use their agency to make choices that enable them to continue to reflect and develop their practice throughout their career."

"The developmental nature of the PME Programme provides space for this professional nurturing, through ongoing reflection, interrogation, deconstruction and reconstruction of their attitudes and beliefs and their personal philosophy of teaching"

5. Creativity and Reflective practice

DCU demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators, and researchers:

"The PME programme places considerable emphasis on developing student teachers' awareness of their own creative ability and of the teacher as a creative professional."

In Module HD595 Fostering Creativity & Innovation *"students explore the principles and conditions underpinning creative learning environments"* and *"experience innovative approaches to teaching, learning and assessment and learn how to incorporate these approaches into their practice"*

6. Literacy and Numeracy

The programme design shows a commitment to enhance students' own literacy and numeracy while also ensuring that they learn techniques to develop their future pupil's literacy and numeracy skills in their future teaching careers.

"Students are supported in developing their literacy within seminars and also through feedback received on continuous assessment. Students are facilitated in developing and applying literacy skills across multiple forms of communication, as they present their work verbally, and in written form"

"Subject Specialisms require GSTs to engage with the national policy document Literacy and Numeracy for Learning and Life (Department of Education and Skills, 2011), and to individually and collaboratively identify opportunities and strategies for teaching and assessing literacy and numeracy within their subject discipline"

7. Digital Skills

DCU demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.

"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." In the Module SG901 Teaching in Online and Blended Learning Environments students "*learn to integrate digital tools to enhance engagement*" and "*explore the use of tools for increased interactivity within the classroom*"	
Post-primary: Curricular subject criteria registration requirements	The programme is Level 9 on the National Framework of Qualifications (NFQ). The entry selection processes are aligned with the Council's curricular subject specific registration requirements.	Yes
	The review process determined that the programme includes subject specific curricular studies and pedagogies (methodologies). "*The PME offers Subject Specialism modules in 13 Subject Disciplines. GSTs choose one Subject Specialism module each year, i.e. they study two Subject Specialisms in the course of the programme*".	Yes
1.1.8 Learning and Assessment Strategies	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. Students are "*exposed to diverse approaches to teaching, learning & assessment across the programme. We collaborate to ensure that students are exposed to a variety of models, especially those which research has shown to be most effective in the context of post-primary teaching (Muijs & Reynolds 2006)*" "*Through the use of Universal Design for Learning, GSTs demonstrate how they can respond to the personal and contextual assessment needs of their pupils.*"	Yes

Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	The review process determined that the programme meets this standard by providing: • programme staff qualifications and experience • evidence that at least 50% of all School Placement Tutors are registered with the Teaching Council, with	Yes

	70% of their existing placement tutors registered with the Teaching Council. 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. 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. It also demonstrated how the student: staff ratio of 15:1 is achieved, with the programme demonstrating a current ratio average of 14.72:1. DCU evidenced the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including those relating to teaching enhancement, learning and development, mentoring, buddying and coaching, educational fee supports, study leave, research support and sabbatical leave.	
1.2.3 Facilities	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 group research spaces, science laboratories, microteaching studios, indoor teaching spaces and outdoor sports facilities.	Yes
1.2.4 Student Support and Guidance Systems	The submission demonstrated the provisions that are in place for the personal and social development and pastoral care of student teachers. DCU have a wide range of student supports and services including academic, personal, and financial supports. 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. *"all student teachers on the PME Programme have access to the extensive suite of personal and social development and pastoral care supports available across all DCU campuses".* DCU demonstrated how a student teacher might transfer to an alternative programme, *"provided they have passed all assessments/ examinations and have met the specific programme entry requirements for the programme to which they wish to transfer."*	Yes

	Comment	Standard addressed?
1.2.5 Communication and Decision-making Structures	The submission demonstrated the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes. *"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."* *"17 academic staff from the DCU Institute of Education are represented on Academic Council."*	Yes
1.2.6 Financial Resources	DCU demonstrated 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	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. *"Professional placement is structured and orientated within a spirit of systematic partnership with schools. The School-HEI partnership facilitated through the DCU Institute of Education (IoE) is contributive in nature, in that schools serve as sites of learning and practice for students, with the HEI in return serving as a Continuous Professional Development (CPD) conduit for staff within the participating post-primary schools."*	Yes
1.3.2 Duration	The review process determined 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. *"students engage in 110 hours of direct teaching and 110 hours of non-teaching activities across the year, amounting to a minimum of 220 hours of direct teaching experience which fulfills the requirements."*	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 Placement and regarding the stage the student teacher is at on the programme.	**Yes**

	"The design of the programme allows for a spiralled based approach to preparation for school placement in which students are provided with scaffolded support and mentorship in the process of becoming adaptive, inclusive, innovative, collaborative and creative teaching professionals."	
1.3.4 School Placement Models	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. *"Guidance is provided to schools in terms of supporting student teachers on school placement in a comprehensive schools handbook (see Appendix 5) and through regular communication between the DCU school placement team and the school".*	Yes
1.3.5 Securing of Placement	The application confirmed that DCU assumes overall responsibility for the placement of student teachers. *"PME students propose sites of practice and are supported in making arrangements with schools prior to enrollment into the programme but ultimately DCU takes responsibility for the management of students' placement within post-primary school settings."*	Yes
1.3.6 Diversity of Placement Settings	The programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts. *"Within their direct teaching allocation, they are encouraged to avail of opportunities to team teach, work with mixed ability groups, and with pupils across Junior and Senior levels."*	Yes
1.3.7 Taisce in School Placement	The submission provided evidence of the approaches DCU is utilising to enable the student teacher to demonstrate, using their Taisce, • an understanding of inclusive education as applicable to that context • an understanding of working with parents Students are required to *"set an action plan for Droichead outlining how they will work with parents as an NQT, and how they will foster inclusive education in their classrooms"* as part of their Taisce in their final semester.	Yes
1.3.8 Research in School Placement	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.	Yes

	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.	
1.3.9 School Placement: Evaluation and Assessment	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. *"An early reporting system is in place to identify students at risk and/or likely to fail school-based placement modules."* *"additional school-based support visits and one to one online mentorship sessions are provided according to the specific needs of students identified as at-risk."*	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.

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 Minster 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 oversite for initial teacher education within the scope of the General Teaching Council Scotland (GTCS).