

*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**

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 Education**, 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*.

## The Review Process

The review of the **Bachelor of Education 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*.

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| Step 1<br>Notification                | The Council notified DCU of its intention to review the Bachelor of Education, on 27 April 2022.  |
| Step 2<br>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<br>Submission of Pro Forma     | DCU submitted the proforma and supporting documentation for the Bachelor of Education on 23 September 2022.   |
| Step 4<br>Desk-based Review           | A desk-based review was conducted by the Council staff on 7 October 2022.   |
| Step 5<br>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 Ms Mary Dunne and Prof Jim Deegan 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 their executive staff nominees.</p> |
| Step 6<br>Review panel meeting 1      | The panel met on 20 December 2022 to consider the submission. They decided to conduct a site visit and compiled a list of discussion topics for the visit.  |
| Step 7<br>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.   |

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| <p>Site Visit</p>                          | <p>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.</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>• PMEP Programme Chair</li> <li>• SE Programme Chair</li> <li>• BEd &amp; PMEP 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<br/>Review panel</p>             | <p>The panel compiled their overall findings / recommendations for the report.</p>  |
| <p>Step 9<br/>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<br/>Education<br/>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.

Progression within the programme and a spiral approach across areas of study is evident.

During the plenary session, staff were further able to describe progression throughout programmes and across areas of study, specifically for working with parents as well as development of student understanding of inclusive education across a diversity of school settings. Exemplars were provided and perspectives from both students and school partners were shared.

## Programme Design

|                            | Comment  | Standard addressed? |
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| 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 which is <i>"focused on improvement, driven by education, research, innovation and engagement, and fired by curiosity, creativity and imagination."</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>"the research evidence indicates that high quality programmes feature a curriculum grounded in strong professional, content, subject matter and pedagogical knowledge bases for teaching, and the development of student teachers' affective, motivational and professional beliefs and skills ( Clarke &amp; Moore, 2013; OECD, 2019; Global Education Monitoring Report, 2020), are integrated in their orientation towards theory, practice and reflection (Kitchen &amp; Petrarca, 2016) and embody a view of knowledge and knowing as dynamic and responsive (Korthagen, Loughran &amp; Russell, 2006)."</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 four year level 8 concurrent teacher education undergraduate degree the BEd allows for subject-content and pedagogical knowledge to be developed in tandem, affording student teachers ample time to actively reflect on their own educational experiences and observations (Conway, Murphy, Rath, &amp; Hall, 2009)"</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> | Yes                 |

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|                             | <p>DCU confirmed that student teachers are given the opportunity to actively learn from practising teachers.</p> <p><i>“Beyond Professional Placement, provision is made for sustained opportunities for students to actively learn from practising teachers within the BEd through the DCU Teacher Fellow Initiative and research-active teacher input into the delivery of professional studies workshops and once off plenary sessions.”</i></p>  |            |
| <p>1.1.3 Programme Aims</p> | <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 as evidenced in Appendix 13 of the submission.</p> <p>The application demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.</p> <p><i>“graduates of the DCU IoE BEd will continue to navigate a revised curriculum that foregrounds school and teacher agency and flexibility in how curriculum is interpreted and implemented, adopting a learning outcomes-basis in place of detailed content objectives.”</i></p> <p>The submission referenced how the seven core elements as set out in Céim <i>“are central to the BEd programme”</i>.</p> <p>DCU confirmed that the programme enables 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.</p> <p><i>“Newly qualified teachers graduating from the DCU BEd programme have developed an advanced appreciation of facilitating teaching, learning and assessment, through the range of modules they have taken, as well as their experiences on placement.”</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><i>“through their engagement with the programme, students develop a strong appreciation of the relationship between teacher agency, identity and professionalism”</i></p> | <p>Yes</p> |



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| <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 Education is a four year, 240 ECTS concurrent programme. It offers four individual pathways, one general entry pathway and three restricted entry pathways. The restricted entry pathways relate to the Gaeltacht, Church of Ireland faith and Irish Sign Language.</p> <p><i>“All modules of the BEd programme contribute to developing the competences, understandings, attitudes, and professional knowledge of beginning teachers as reflective and ethical practitioners within professional communities dedicated to 'good' practice”.</i></p> <p>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>“Pedagogical approaches such as case study, problem-based learning, inquiry-based learning &amp; reflective activities are used to enable critical reflection and knowledge integration. Innovative approaches such as co-teaching, lesson study, collaborative planning and peer review promote students’ development within professional learning communities”</i></p> | <p>Yes</p> |
| <p>1.1.5 Tréimhse Foghlama sa Gaeltacht</p>   | <p>The programme provides for an immersive educational experience through the medium of Irish in a Gaeltacht setting of a minimum of four weeks duration. Students attend various Coláistí Gaeltachta for two weeks at the end of year 1 and year 2.</p> <p>The programme follows <i>Na Siollabais Oifigiúla do na Tréimhsí Foghlama sa Gaeltacht do Mhic Léinn Oideachais</i>.</p> <p>The review process determined that the programme provides opportunities for student teachers to meaningfully integrate their experience into their learning in the HEI.</p> <p>Tá an Painéal sásta go bhfuil an Tréimhse Foghlama sa Gaeltacht ag teacht go hiomlán leis na caighdeáin atá</p>  | <p>Yes</p> |

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|  | leagtha síos i Céim: Caighdeán d'Oideachas Tosaigh Múinteoirí.  |     |
| 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.</p> <p><i>“The programme is also conceptualised within an overarching developmental frame which sees Year 1 and Year 2 as years in which the foundations across and along all dimensions are carefully constructed”.</i></p> <p>The programme design follows a spiral learning approach <i>“in which ideas and concepts are returned to at different stages of a programme in increasingly deeper and more complex ways (Bruner, 1960; Teaching Council, 2011a).”</i></p> <p>The application showed how the programme allows student teachers to experience a variety of teaching, learning and assessment modes, providing for small group work and tutorials.</p> <p><i>“Connected learning is promoted through the integration of course elements in thematic groupings, shared and integrated modules, infusion of key concepts and principles of teaching, learning and assessment, and a common assessment framework”</i></p> <p>Students engage in reflective activities and are given opportunities for discussion and sharing of views. Students engage in a self-study research project in the second year of the programme to critically examine their practice.</p> <p><i>“Taisce affords the student an opportunity to critically examine the personal influences on their emerging professional identity as teachers. The students' reflection and examination of their practice guides their enquiry into evidence-based approaches to their future roles within classrooms &amp; schools.”</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 &amp; School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u></p>  | Yes |

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|  | <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>The Foundation Studies modules <i>“enable students to think deeply about the relationship between themselves, learners, families, schools, communities and the wider society; to explore educational theory and practice from a variety of disciplinary, multi-disciplinary and interdisciplinary perspectives, and to explore and think critically about key dimensions of the professional context and the life systems within which they are embedded.”</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>“To enable students to think critically about the Irish education system, the lecturer asks open-ended questions; incorporates different points of view in the analysis of structures and policies; and regularly draws connections between different ideas.”</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>“The developmental nature of the professional studies modules cultivates student-teachers' pedagogical content knowledge to provide a solid base for their teaching”.</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 dialogic nature of our delivery of Professional Studies modules facilitates students in developing and enhancing their personal communicative skills in multiple modes. For example, in visual arts (ED1014 and ED2020) students have an opportunity to develop their capacity for self-expression using non-verbal means”</i></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><i>“Professional studies support the development of students’ adaptive expertise as students are afforded opportunities to develop a critical approach to the education system, in order to prepare them for current and forthcoming challenges they will face in their role as teachers.”</i></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 provides opportunities for student teachers to experience a high support/high challenge model of placement:</p> <p><i>“The BEd programme is structured incrementally to ensure the student teacher is supported and appropriately challenged relative to their stage of professional development.”</i></p> <p>Students engage in a research project in their final year which <i>“draws on their coursework to date and their school placement experiences”</i></p> <p>Students are given the opportunity to, observe experienced teachers with dedicated <i>“observation days as part of each professional placement”</i> and to plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels and to establish classroom management strategies.</p> <p><i>“Within each placement setting, students work with a diverse range of pupils. On an incremental basis from their earliest placement experiences, students are required to consider all learners and to adopt strategies which support, differentiate and integrate learning.”</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> |  |
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|  | <p><i>“Systematic reflection is promoted through reflection prompts for placement and during dialogue with placement tutors. These practices of critical reflection build towards students' self-study research projects.”</i></p> <p>As well as ongoing reflection through their Taisce, towards the end of the programme students <i>“are actively encouraged to reflect upon the professional priorities which they have self-identified.”</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.</p> <p><i>“Students learn how to foster appropriate learning environments, taking into consideration theories of learning. Designing inclusive learning experiences using UDL for example, is addressed explicitly as a concept in its own right and applied to a range of contexts and scenarios”</i></p> <p><i>“Teaching on the programme strives to enact and model inclusivity, philosophically and pedagogically”</i></p> <p>2. Global Citizenship Education</p> <p>DCU evidenced how global citizenship education and education for sustainable development, wellbeing, social justice and interculturalism is integrated into the programme.</p> <p>The ED1027 Teacher as Person module focuses on three themes, climate change, human rights and identity and explores their <i>“application to teaching and schools”</i>.</p> <p><i>“The third year Global Citizenship Education component of ED3053 explores how GCE is taught and practiced in primary schools including approaches to: controversial issues; children's rights, anti-racism; climate change and global interconnections.”</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> |  |
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|  | <p><i>“We model good professional relations with our students and encourage students to do the same within tutorials, workshops, lectures and staff student liaison fora.”</i></p> <p><i>“Using students’ own experiences as a starting point for exploring the topic of parental involvement is a core element of the BEd programme. Parents bring different experiences and resources to their interactions with teachers. That student teachers understand the diverse and heterogeneous nature of the parent body is crucial to successful and empathetic relationships with parents.”</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>“Through engagement in portfolio reflective writing, students frequently examine their emerging professional identity formation as they progress through the programme. Within the final year Self Study Research Project students further engage their acquired skills of critical reflection to examine their own professional practice and to take responsibility for their ongoing professional learning.”</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>“Students develop their capacity as innovators by learning to ask questions, make connections and look at things in new ways thereby developing creative teaching and assessment approaches for all children. They learn how to be creative with time and resources, attaining and sustaining children’s attention, revitalising topics, classroom methodologies and management, differentiation and assessment.”</i></p> <p>Students engage in a final year research project <i>“which sees them engaging in a focused and highly structured analysis of their own practice and fosters their understanding of teaching as a research-informed practice and of themselves as an emerging teacher”</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> |  |
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|   | <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. A particular emphasis is placed on inclusive methodologies for linguistically diverse learners.”</i></p> <p>Students are required to critically reflect <i>“upon mathematics teaching, paying attention to developing children’s mathematical knowledge and reasoning, along with their disposition towards the subject.”</i></p> <p>7. Digital Skills</p> <p>DCU showed how digital skills are incorporated into the programme to support teaching and learning for all students.</p> <p><i>“digital competences are modelled, experienced and spiralled across all modules; including multimodal digital content creation (e.g. ebooks, podcasting, photography, video, music), digital assessment (e.g. ePortfolio, video analysis, response tools), digital safety and ethics, digital mapping, programmable manipulatives (e.g. BeeBot, Micro:bit), as well as teacher presentation, and curation tools.”</i></p> |            |
| <p>1.1.7 Primary Programme Requirements</p> | <p>Gaeilge</p> <p>The submission demonstrated how the programme develops student’s confidence and competence in Irish.</p> <p>Student’s language proficiencies are developed through teaching in small groups. Students discuss various topics and themes with material being provided to broaden “the vocabulary and language regimen of students”.</p> <p>Teaching of Irish modules allows students “to use and practice Irish in a language teaching context”.</p> <p>Links are made between HEI modules and students immersive educational experiences in the Gaeltacht.</p>   | <p>Yes</p> |
|   | <p>Early Childhood Education</p> <p>The submission showed how early childhood education modules on the programme explore the relationship between young children’s (birth to six years) development and learning.</p> <p>The ED1011 <i>“Foundations of Education Early Childhood Education”</i> module provides opportunities for students to engage with <i>“play, language and learning”</i> through <i>“picture</i></p>   | <p>Yes</p> |

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|  | <i>book discussions, language play with rhyme/poetry/song and child led play sessions”.</i>   |     |
| 1.1.8 Learning and Assessment Strategies | <p>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>“A key purpose of assessment in the programme is to enhance teaching and learning. Student experiences of assessment in general are consistent with the learning and teaching approaches and theories they encounter throughout the programme.”</i></p> <p><i>“Over the course of 4 years, with guidance, scaffolding and nurturing from University staff in concert with school-based Treoraí, BEd students assume increasing responsibility for iterative planning, teaching and assessment appropriate to the diverse and evolving needs of all pupils”</i></p> | Yes |

## Programme Resourcing

|                | Comment  | Standard addressed?         |
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| 1.2.2 Staffing | <p>The programme is not currently meeting the standard of at least 50% of all School Placement tutors being registered with the Teaching Council, with only 44% of their existing school placement tutors registered with the Teaching Council. DCU outlined the steps they are putting in place to address this going forward including motivating and encouraging current placement tutors to register or maintain their registrations and the appointment of more teacher fellows to support students on placement.</p> <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>They provided evidence of programme staff qualifications and experience.</p> | Yes, subject to requirement |



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|  | <p>The submission also demonstrated how the student: staff ratio of 15:1 is achieved, with the programme demonstrating a current ratio of 14.55:1.</p> <p>DCU evidenced the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including those 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                                   | <p>DCU demonstrated 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.</p>  | Yes |
| 1.2.4 Student Support and Guidance Systems         | <p>The review process determined that provisions 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>“DCU Students can access an extensive suite of personal, social development and pastoral care supports.”</i></p> <p>DCU demonstrated how a student teacher might transfer to an alternative programme, <i>“provided they have passed all assessments/ examinations and have met the specific programme entry requirements for the programme to which they wish to transfer”</i></p> <p><i>“The BEd has two exit awards in place (end of years 2 and 4). This is a process whereby a student can request to exit from the BEd 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>There are student representatives for each year of the programme on the programme board which has responsibility for management of the programme.</p>   | Yes |

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|                           | <p><i>“At Faculty level Staff and Student representatives participate in four annual meetings of the IoE Staff-Student Forums co-ordinated and facilitated by the Quality Promotion Office (QPO) and the Office of Student Life.”</i></p> <p>Academic staff from the DCU Institute of Education are represented on Academic Council.</p> |     |
| 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? |
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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 roles of the student teacher, the Treoraí, the principal and HEI placement tutor have developed organically through ongoing regular dialogue with schools.</i></p> <p><i>“The relevant Professional Placement Handbook provides guidelines, templates and prompts for the Treoraí (Appendix 5) to engage in professional conversations with the student.”</i></p> | Yes                 |
| 1.3.2 Duration                             | <p>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.</p> <p>Students engage in 330 hours of direct teaching across the programme.</p>   | Yes                 |
| 1.3.3 Elements of School Placement         | <p>The submission demonstrated 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> <p><i>“Student teachers are encouraged to observe teachers and to continuously and formatively liaise with the treoraí and other members of staff to plan and deliver lessons of an excellent standard.”</i></p>  | Yes                 |

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|                                       | <i>"The placements are graduated in terms of expectations of students, learning outcomes, and duration."</i>  |     |
| 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 partnership relationship facilitates HEI placement tutors in providing advice and guidance to the Treorai"</i></p>   | Yes |
| 1.3.5 Securing of Placement           | <p>The review process determined that DCU assumes overall responsibility for the placement of student teachers.</p> <p><i>"Placements are co-ordinated by a core team of HEI professional placement staff with expertise in the area of professional placement, partnerships, and mentoring".</i></p>   | Yes |
| 1.3.6 Diversity of Placement Settings | <p>The submission demonstrated that 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>"For BEd students, it is envisaged that student teachers will have a minimum of two placement experiences in the infants-junior class setting, and two placement experiences in the middle-senior class setting, or in a multi-grade setting within the specified range for each placement."</i></p> <p><i>"Whether in centrally-assigned or self-sourced placements, students are encouraged to teach in multigrade settings."</i></p> <p>Students will also experience a variety of educational and cultural settings during placement including some opportunities in Irish medium schools.</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"> <li>○ an understanding of inclusive education as applicable to that context</li> <li>○ an understanding of working with parents</li> </ul> <p>Students are required to <i>"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"</i> as part of their Taisce in their final semester.</p>   | Yes |

|  |   |            |
|--|---|------------|
| <p>1.3.8 Research in School Placement</p>                | <p>DCU demonstrated 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>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><i>"Taking an inquiry stance, the student devises a research question that seeks to improve theirs and/or a school's planning and practice in relation to primary education. Taking a self-study approach, the student conducts an ethical, qualitative research project over the duration of the year long module ED4015 (10 ECTS) to address their research question."</i></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>"The professional placement team has developed a systematic reporting and mentoring system which identifies students during each placement cycle who have formally failed, or whose practice is causing a serious concern."</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*.

Accordingly, it recommends to the Teaching Council that the programme be granted accreditation subject to the following requirement:

### Programme Accreditation Requirement

| Matter   | Requirement   |
|--|---|
| <b>% of School Placement Tutors registered with the Teaching Council</b> | That DCU shall, within 6 months of the date of this report, submit an update to the Teaching Council confirming that the measures implemented to bring the percentage of school placement tutors that are registered with the Teaching Council in line with the Céim Standards of 50% have been successful. |

## 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 – Ms Mary Dunne**

Mary Dunne's career has been spent entirely in the primary education sector. Initially as a teacher and later as a teaching- principal in a multi-class school setting, teaching at all levels of primary school. During the launch and initial implementation of the *Primary School Curriculum* 1999, Mary worked as a facilitator with the Primary Curriculum Support Programme (PCSP), the school support service of the Department of Education. Following on from this, Mary joined the Primary School Inspectorate team, advising, evaluating and reporting on the work of primary schools. As part of her responsibilities, Mary was nominated to work with the Teacher Education Section of the Department of Education, working closely with the section prior to her recent retirement, particularly in relation to the provision of professional development opportunities for teachers and leaders in primary schools.

### **Panel Member – Prof Jim Deegan**

Professor Jim Deegan is Emeritus Professor of Education and Founding Head of Graduate School, Research and Graduate School, Mary Immaculate College, Limerick, and a former Associate Professor of Teacher Education, University of Georgia, Athens. He is the recipient of a number of awards for teaching excellence, including the D. Keith Osborn Award in recognition of superior teaching evaluations from students, peers and alumni at UGA. He has been a keynote/invited speaker at meetings of the EU Ireland Presidency, the Royal Irish Academy, and the Standing Conference on Teacher Education-North and South. He has served as research supervisor on 40 masters/doctoral thesis projects in the USA and Ireland. He is a former Director of the Structured PhD (Education) and the International Research Methods Summer School at MIC. His research on re-imagining teaching and teacher education has been published in *Teaching and Teacher Education*, *Teaching Education*, and *Teacher Education Quarterly*.