

*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
(Primary Teaching)**

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.

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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):

Professional Master of Education (Primary 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 **Professional Master of Education (Primary 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*.

Step 1 Notification	The Council notified DCU of its intention to review the Professional Master of Education (Primary Education), 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 (Primary Education) 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 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 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 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.

<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 both University Management Teams, the Programme Chairs, Associate Deans, Placement Co-ordinators, Treoraithe and Students.</p> <p>The panel met the following:</p> <ul style="list-style-type: none"> • Deputy President • Executive Dean, Institute of Education • Deputy Dean, Institute of Education • Associate Dean for Teaching & Learning • Faculty Manager • Assistant Faculty Manager • BEd Programme Year Head • BEdLan Programme Chair • BEdLan Deputy Programme Chair • BReIEd Programme Chair • PEB PEM Programme Chair • PME Joint Programme Chairs • PMEP Programme Chair • SE Programme Chair • BEd & PMEP Placement Co-ordinator • BEdLan Placement Co-ordinator • BReIEd Placement Co-ordinator • PME, PEB/PEM, SE Placement Co-ordinator • Associate Dean for Research • Associate Dean for Professional Development & Partnerships • Treoraithe • Students
<p>Step 8 Review panel</p>	<p>The panel met to discuss the site visit and consider the clarifications received from DCU and agree their overall findings / recommendations.</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 comprehensive mapping exercise linking programme outcomes with supporting modules is thorough and the assessment framework which is used to maintain student workload at an acceptable level on this dense programme is impressive.

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 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 & Moore, 2013; OECD, 2019; Global Education Monitoring Report, 2020), are integrated in their orientation towards theory, practice and reflection (Kitchen & Petrarca, 2016) and embody a view of knowledge and knowing as dynamic and responsive (Korthagen, Loughran & 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 consecutive ITE programme the Professional Masters in Education (Primary Teaching) (PMEP) attracts graduates who have completed a wide range of undergraduate degrees both within DCU and beyond, enhancing the diversity of the teaching profession in Ireland, and providing a rich context for peer learning."</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

	<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 PMEP through the DCU Teacher Fellow Initiative and research-active teacher input into the delivery of professional studies workshops and 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 showed how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.</p> <p><i>“graduates of the DCU PMEP 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 PMEP programme”</i></p> <p>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.</p> <p><i>“Newly qualified teachers graduating from the DCU PMEP 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>“students develop an appreciation of the relationship between teacher agency, identity, self-efficacy and professionalism over the course of the programme.”</i></p>	<p>Yes</p>

<p>1.1.4 Programme Duration & Balance</p>	<p>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.</p> <p>Professional Master of Education (Primary Education) is a two year, 120 ECTS consecutive programme.</p> <p><i>“The PMEP is rigorously designed to maximise the benefit to students in their future roles as teachers. The content of all modules is focused keenly on preparing students for their role(s) within the Irish education system.”</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 two 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>“As graduate students they are encouraged to see themselves as critical members of communities of practice, who will help to shape the community of the school within which they work”</i></p>	<p>Yes</p>
<p>1.1.5 Tréimhse Foghlama sa Ghaeltacht</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 Acadamh na hOllscolaíochta Gaeilge for two weeks in Gweedore at the beginning of Year 1 and in Connemara at the beginning of Year 2 of the programme.</p> <p>The programme follows <i>Na Siollabais Oifigiúla do na Tréimhsí Foghlama sa Ghaeltacht 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 Ghaeltacht ag teacht go hiomlán leis na caighdeáin atá leagtha síos i Céim: Caighdeáin d’Oideachas Tosaigh Múinteoirí.</p>	<p>Yes</p>

<p>1.1.6 Integration and Diversity of Programme Content</p>	<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 a developmental frame which sees Year 1 as a foundational year 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 infusion of key concepts and principles of teaching, learning and assessment across all modules, along with 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>“The students’ reflection and examination of their practice guides their enquiry into evidence based approaches to their future roles within classrooms and schools. This enquiry builds and consolidates the professional knowledge the students have gained during the duration of their PMEP studies.”</i></p>	<p>Yes</p>
<p>Aptitude Test</p>	<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>	<p>Yes</p>
<p><u>1.1.7 Required Areas of Study</u></p>	<p>The review process determined that the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u></p> <p>The programme provides research informed insights to support student teachers’ understanding of the practices of teaching, learning and assessment for all pupils, provides the basis of a strong professional ethic in teaching and learning and includes curriculum studies, the history and policy of</p>	<p>Yes</p>

	<p>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 communication skills are advanced.</p> <p><i>“Within modules a range of digital technologies are employed to support teaching and learning in the classroom, for example in module ED8036, Learning Through Arts and Movement A, interactive drama video content is used to stream children’s theatre shows, and include live zoom conversations with primary school classes and drama specialists and storytellers.”</i></p> <p>Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise.</p> <p><i>“The structure of the modules, and in particular the small group settings, allow students to reflect individually and</i></p>	
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collaboratively on their identities as learners and emerging teachers.”

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:

“The PMEP Programme is structured incrementally to ensure the graduate student teacher is supported and appropriately challenged relative to their stage of professional development.”

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.

“Effective teaching, proactive management strategies and positive management techniques are explored in areas such as Module ED9047.”

“All students undertake an observation day (s) as part of each placement. PMEP1 students engage in specific reflective activities which involve the observation of an experienced teacher”

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.

As well as ongoing reflection through their Taisce, towards the end of the programme *“students are actively encouraged to reflect upon the outstanding professional priorities which they have self-identified.”*

Core elements of programmes of ITE

	<p>The review process determined that the submission demonstrated 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>2. Global Citizenship Education</p> <p>DCU evidenced how global citizenship education and education for sustainable development etc is integrated into the programme.</p> <p>The programme <i>“seeks to develop students' systematic understandings of how they relate to and connect with the world around them and their critical awareness of global challenges and the role of education in addressing these. The course approaches GCE as education about, through and for citizenship, sustainability, inclusion and social justice addressing both school practices and thematic content”</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>“Strong working relationships with all stakeholders in the education system is important to ensure the best possible educational experience for every child”</i></p> <p>In ED8039: Special and Inclusive Education <i>“the appropriateness of communicating educational achievements and concerns and the importance of listening to parents is addressed, particularly in relation to the importance of clarity of communication.”</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>	
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“Through engagement in portfolio reflective writing, students frequently critically 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, in order to examine and self-evaluate their own professional practice and take responsibility for their continuing professional learning.”

5. Creativity and Reflective practice

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

“In the PMEP, student teachers learn about, and practice creative inquiry, sustainability, problem-solving, collaboration, integration, the use of technology and playful approaches”

“In developing artefacts for inclusion in their Taisce, PMEP students engage in continual reflection on their prior experiences of engaging with and in research and their experiences of learning to teach”

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 pupils’ literacy and numeracy skills in their future teaching careers.

“Throughout the programme, students enact and critically reflect on a range of research-informed instructional frameworks to support the literacy development of all learners.”

“Students are facilitated in developing and demonstrating competence to teach and assess mathematics within mathematics education modules (ED8090 and ED9048)”

7. Digital Skills

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

“the PMEP programme seeks to support student teachers in designing and facilitating active learning experiences which support all learners to become curious, creative, confident, competent and critical users of digital technology.”

	<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>	
1.1.7 Primary Programme Requirements	<p>Gaeilge</p> <p>The submission demonstrated how the programme develops student’s confidence and competence in Irish.</p> <p>Modules DN564, ED9046 & ED9050 are taught through Irish. Language modules are focused on listening, speaking and written comprehension. Teaching of Irish modules allows students <i>“to use and practice Irish in a language teaching context.”</i></p> <p>Links are made between HEI modules and students immersive educational experiences in the Gaeltacht.</p>	Yes
	<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><i>“the ECE module places an emphasis on nurturing and developing children’s knowledge, skills, dispositions, attitudes and values across the themes of well-being, identity and belonging; communicating; exploring and thinking (National Council for Curriculum and Assessment (NCCA), 2009).”</i></p>	Yes

1.1.8 Learning and Assessment Strategies	<p>In the application, DCU demonstrated how the principles, beliefs and values about teaching, learning and assessment which are set out in the conceptual framework are evident in the teaching, learning and assessment modes used in the programme. It demonstrated the relationship (constructive alignment) between the learning opportunities and the assessment criteria which student teachers are expected to meet, and how the assessment processes and procedures are coherent and integrated using a variety of assessment modes.</p> <p><i>“students experience a wide range of assessments in their courses to ensure that all students experience opportunities to demonstrate their learning”</i></p> <p><i>“when students know the profile of the class they will be teaching on placement, and can visualise the particular teaching context, students are explicitly taught how to craft a series of lesson plans linked with a professional learning sequence, critiqued using the placement assessment rubrics”</i></p>	Yes
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Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	<p>The programme is not currently meeting the standard of at least 50% of all School Placement Tutors to be registered with the Teaching Council, with only 45% 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

	<p>The submission also demonstrated how the student: staff ratio of 15:1 is achieved, with the programme demonstrating a current ratio of 11.94:1.</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>The application established that there are appropriate facilities available to support research and teaching and learning, providing the following: libraries, language laboratories, digital technology resources, sports facilities, silent and group research spaces, science laboratories, microteaching studios, indoor teaching spaces and outdoor sports facilities.</p>	Yes
1.2.4 Student Support and Guidance Systems	<p>The submission demonstrated the provisions that are in place for the personal and social development and pastoral care of student teachers.</p> <p>DCU have a wide range of student supports and services including academic, personal and financial supports.</p> <p>It was evident that students receive general support through university services as well as targeted support more specific to the development of a teacher and challenges a classroom setting can provide.</p> <p><i>“PMEP students have access to the extensive suite of personal and social development and pastoral care supports available across all DCU campuses”</i></p> <p>DCU illustrated 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>“PMEP students can request to exit from their initial teacher education programme of study with an alternative lesser credit award (Graduate Diploma in Education Studies).”</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</i></p>	Yes

	<p><i>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>“Staff and Student representatives participate in four annual meetings of the IoE Staff- Student Forums”</i></p> <p>Academic staff from the DCU Institute of Education are represented on Academic Council.</p>	
1.2.6 Financial Resources	The review process determined that the programme is adequately resourced to ensure that programme aims are met through student fee income and state grants.	Yes

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	<p>The DCU school placement model supports the shared vision for School placement. The review process determined that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners.</p> <p><i>“School placement handbooks provide guidelines, templates and prompts for cooperating teachers to engage in professional conversations with the student”</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>Students engage in 283.5 hours of direct teaching across the programme.</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> <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> <p><i>“The placements are graduated in terms of expectations of students, learning outcomes, and duration.”</i></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>“A professional relationship of mutual respect and two-way dialogue enables the treoraithe to discuss any professional concerns he/she may have in relation to a student’s practice and enables both the HEI tutor and the treoraí to discern the kinds of support and structured help which a student teacher requires at a particular point”</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> <p><i>“Placements are co-ordinated by a core HEI school placement team with expertise in the area of school placement, partnerships, and mentoring.”</i></p>	Yes
1.3.6 Diversity of Placement Settings	<p>The programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts.</p> <p><i>“For PMEP 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>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"> • an understanding of inclusive education as applicable to that context • an understanding of working with parents <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
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>	Yes

	<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>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 placement team has a flagging system for tutors who have concerns about student performance.”</i></p> <p><i>“Once these students are identified, they are then enrolled in a mentoring programme overseen by the coordinators of professional placement.”</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
% of School Placement Tutors registered with the Teaching Council	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*.