

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

Name of HEI: **University College Dublin**

Name of Programme: **Bachelor of Education in  
Education, Gaeilge and Modern Languages**

26 May 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 UCD:

**Bachelor of Education in Education, Gaeilge and Modern Languages**, 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.

UCD 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 Programme at UCD took place between November 2022 and May 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	The Council notified UCD of its intention to review the Bachelor of Education in Education, Gaeilge and Modern Languages on 27 May 2022.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and UCD on 15 June 2022 to provide an overview of the submission documentation and answer queries from UCD.
Step 3 Submission of Pro Forma	UCD submitted the proforma and supporting documentation for the Bachelor of Education in Education, Gaeilge and Modern Languages on 11 November 2022.
Step 4 Desk-based Review	A desk-based review was conducted by the Council staff in November 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 Professor Kenneth Muir as Chairperson and Ms Valerie Lewis and Professor Jim Deegan as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	The review panel was supported in their role by Jean Harrington as rapporteur.  The rapporteur's functions included liaison with UCD, 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, the Director of the Teaching Council and her executive staff nominees.
Step 6 Review panel meeting 1	The panel met on 20 February 2023 to consider the submission. They requested clarifications from UCD on 3 March 2023. UCD responded to this request on 22 March 2023.
Step 7 Engagement with HEI	The panel chairperson and rapporteur held a pre-meet with the Head of School of Education and the Deputy Head of School and Director of ITE programmes on 7 March 2023 to discuss the personnel the panel wished to meet and to arrange a schedule for the site visit.

Review panel meeting 2	The full review panel met on 20 March 2023 to prepare for the site visit.
Site Visit	<p>The review panel conducted a site visit to UCD on 17 April 2023. This was also attended by the rapporteur and Teaching Council staff.</p> <p>The following attended on behalf of UCD:</p> <ul style="list-style-type: none"> <li>• Principal of College of Social Sciences and Law</li> <li>• Registrar</li> <li>• Bursar</li> <li>• Head of School of Education</li> <li>• Deputy Head of School and Director of ITE programmes</li> <li>• Head of School of Mathematics and Statistics</li> <li>• Director, MSc</li> <li>• Director, BSc</li> <li>• Course Director (PME)</li> <li>• Director of School Placement (PME)</li> <li>• School Placement Lead and Head of PME Outreach Initiatives (PME)</li> <li>• Director of Supplementary Teaching Support (PME)</li> <li>• Director BEd</li> <li>• Academic Lead, BEd</li> <li>• Director of An Teanglann, Irish Language Learning Resources, School of Irish, Celtic Studies and Folklore</li> <li>• School of Languages, Cultures and Linguistics</li> <li>• PME 1 and 2 students</li> <li>• MSc Maths &amp; Science Ed students</li> <li>• BSc Math Science Ed students</li> <li>• PME graduate</li> <li>• BSc &amp; MSc Maths Science Ed graduate</li> <li>• A selection of school principals</li> <li>• PME Supervisor &amp; lecturer</li> </ul>
Step 8 Review panel	The panel met to consider the clarifications and agree recommendations following the site visit.
Step 9 Reporting	<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 UCD.</p>
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 was impressed by the high-quality documentation in support of the *Céim* standards submitted for the review and professional accreditation of the programme. Panel members acknowledge the commitment and strategic leadership demonstrated by University College Dublin's (UCD) senior team in supporting the development of this new programme and the impressive enthusiasm and passion shown by them and members of the programme team who engaged with the Panel during the site visit.

The three components fundamental to the broader mission and ethos of UCD School of Education – building pedagogical democratic partnerships between the university and the school; the centrality of pedagogy; and educating for sustainable and inclusive futures – were well reflected in the modules that make up this new programme.

Laudable features of the programme are the emphasis being given to developing creativity and innovation in student teachers and those they teach; promoting student and teacher wellbeing; and promoting education for sustainability, all of which are designed to reflect for students the increasingly globalised world within which education exists.

The Panel was pleased to note the focus given to learning about children's rights and participation in society as a core element of the programme.

## Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The programme received academic accreditation prior to being submitted to the Teaching Council for professional accreditation and is in line with the Council's Registration Regulations 2016.	Yes
1.1.2 Conceptual Framework	<p>The review process determined that the conceptual framework is supported by a clearly defined conceptual framework.</p> <p>“The conceptual underpinnings of this new B.Ed. programme have three related components:            (1) Developing Teacher Identity            (2) The Centrality of Pedagogy and            (3) Educating for Sustainable and Inclusive Futures</p> <p>These three components are fundamental to the broader mission and ethos of UCD School of Education; they are illustrative of the key principles that underpin our commitment to teaching and learning in an ITE context.”</p> <p>In the application, UCD 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>The application evidenced how the conceptual framework provides a rationale for the model of ITE which has been adopted.</p> <p>“Our conceptual framework (with its foregrounding of Teacher Identity, the Centrality of Pedagogy, and Educating for Sustainable and Inclusive Futures) demonstrates the importance of integrating rather than separating these ideas - dependent as it is on 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.”</p> <p>The review process determined that the submission demonstrated that school placement is at the fulcrum of the continuum of teacher education.</p> <p>“As part of their School Placement modules over the four years of the programme, students will engage in structured lesson planning and continuous reflective practice, drawing on the Taisce guidelines to integrate a diversity of pedagogical approaches.”</p>	Yes

	<p>The application evidenced how key themes are revisited over the programme.</p> <p>The review process determined that the submission demonstrated that student teachers are given the opportunity to actively learn from practising teachers.</p>	
<p>1.1.3 Programme Aims</p>	<p>The review process determined that the submission clearly defined the aims of the programme, demonstrating how the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes.</p> <p>“The overarching aim of the B.Ed. in Post-Primary Teaching is to prepare new entrants into post-primary teaching who are fluent in Irish/European languages and cultures; who are professionally knowledgeable and critically reflective; who place the young person and the importance of their sociocultural worlds at the core of their pedagogical approaches; who contribute positively to the development of collaborative professionalism in an increasingly intensified teaching profession; who are learning leaders within their classrooms, schools and the broader educational community; and who embody an ethic of care and compassion for young people as they engage within their learning worlds in school.”</p> <p>The review process determined that the submission demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.</p> <p>“The new B.Ed Programme will provide students with the knowledge and understanding of the new specifications in Gaeilge or Modern Languages at Junior Cycle and the syllabi for Senior Cycle to facilitate high quality teaching and learning for their students.”</p> <p>The review process determined that the submission demonstrated 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>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>Yes</p>



	<p>“The BEd will foster student teachers' agency for professional growth by:</p> <ul style="list-style-type: none"> <li>• embedding the principles of creativity, criticality and design;</li> <li>• nurturing curiosity among students by posing questions which challenge them to think critically about the education system more broadly, as well as about their own contribution to their own pupils' learning experiences in the classroom;</li> <li>• developing their capacity to identify questions about their practice, to engage in action research to explore ways to enhance their practice and to understand this approach as a useful tool more broadly when engaging in professional learning more generally within the education system.”</li> </ul>	
<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>The Bachelor of Education in Education, Gaeilge and Modern Languages is a four-year concurrent programme with 240 ECTS credits.</p> <p>The programme meets the Teaching Council Subject Requirements (Post-Primary) for Gaeilge, French, German, Spanish, Italian, and Portuguese. 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>The submission demonstrated that 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>UCD 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>“Teacher personal development is at the core of this programme. The pandemic has illustrated the criticality of supporting teacher wellbeing.”</p> <p>The Panel is satisfied that the submission demonstrated that the programme prepares student teachers for life in the classroom and for active engagement in teaching within a</p>	<p>Yes</p>

	professional learning community, reflecting the core values of trust, care, respect and integrity.	
1.1.6 Integration and Diversity of Programme Content	<p>UCD has demonstrated that foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice; that the programme design follows a spiral learning approach, and that the programme allows student teachers to experience a variety of teaching, learning and assessment modes whilst providing for small group work and tutorials.</p> <p>The integrated nature of the overall programme combining foundation studies; professional studies, school placement and subject expertise, together with its spiral design, are praiseworthy. They will provide students with opportunities to develop deep knowledge and understanding alongside pedagogical skills and competencies that will enable them to deliver high quality, inclusive learning experiences.</p> <p>“We have been particularly concerned to integrate foundation studies in a way that is meaningful for student teachers and have worked to develop transparent connections between methods courses and the social context of practice in classrooms and schools.”</p> <p>Students engage in reflective activities and are given opportunities for individual and collective reflection.</p>	Yes
Aptitude Test	UCD 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> The foundation studies element of 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 programme enhances students’ understanding of the Irish education system, locates it in context and enables</p>	Yes

	<p>students to think critically about it, and explores key dimensions of the professional context in which the thinking and actions of teachers are carried out.</p> <p>“Our BEd programme is committed to the importance of Foundation Studies in Initial Teacher Education. We take an integrated approach to Foundation Studies, breaking down the traditional disciplinary divisions in ways that make learning more meaningful for our student teachers.”</p> <p><u>Professional Studies</u> UCD demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.</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>Further, it demonstrated how the Professional Studies elements of the programme ensure that teaching itself is understood and practised as a form of self-critical learning by student teachers, with ample opportunities for individual and collaborative reflection, and engagement in and with research.</p> <p>The Panel saw the opportunities provided in the programme for individual and collective reflection, including through their research project, as commendable activities that establish students as lifelong enquiring practitioners.</p> <p><u>School Placement</u> UCD 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>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.</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>“The over-arching principles governing school placement map on to those of the Teaching Council's continuum of education and in particular to the Council's Guidelines on School Placement. As such the school placement components of this programme are designed specifically to provide student teachers with opportunities to experience a supportive yet challenging model of placement; plan for and undertake class teaching, learning and assessment using a wide range of strategies in a diversity of class settings and subject levels; establish classroom management strategies that support suitable and effective learning for all pupils and that promote and maintain positive behaviour, and apply educational theory in a variety of teaching and learning situations and school contexts and to participate in school life in a way that is structured and supported, and as such encompasses a range of teaching and non-teaching activities.”</p> <p><u>Core elements of programmes of ITE</u> The review process determined that the following elements underpin all aspects of the programme.</p> <p><u>1. Inclusive Education</u></p> <p>The submission demonstrated that inclusive education is an important aspect of the programme.</p> <p>“Educating for Inclusive Futures is a core conceptual underpinning of our new BEd programme. Student teachers on the programme will discover how engagement makes children's learning possible, through knowledge building and consolidation as individuals and in social groups. In addition, they will analyse the social and psychological constructs of how children presenting with a range of additional support needs are both identified and enabled to flourish. Priority will be given to an educational approach that is sensitive to, and inclusive of, the needs of all learners.”</p> <p><u>2. Global Citizenship Education</u></p> <p>UCD evidenced how global citizenship education, education for sustainable development, wellbeing (personal and community), social justice, interculturalism are integrated into the programme.</p> <p>“A core aspect of the conceptualisation of this BEd programme is Educating for Sustainable and Inclusive Futures, encompassing the nurturing and holistic development of the child as a global citizen, an individual who ‘is aware of the wider world and their place in it’ (Oxfam, 2018). Education for sustainability is core here,</p>	
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	<p>bridging connections between citizenship in its widest sense and children's lived experiences of present as well as future well-being at an individual and societal/global level. In this programme, there is a focus on eliciting the connections between schooling, teaching and learning, children and childhood, family and community, culture and society, and individual and collective identities.”</p> <p><u>3. Professional Relationships and working with parents</u></p> <p>The review process determined that the submission evidenced how the programme supports and encourages student teachers to establish working relationships with parents and other stakeholders in the education sphere.</p> <p>“The necessary skills and competencies required for developing and nurturing positive professional working relationships within and outside of school communities, especially work with parents, will be embedded into core aspects of the BEd programme, including the Communication Skills and Language Pedagogy module in stage 1. This module seeks to scaffold student engagement with the school community from an early stage of the programme. Student teachers will be enabled to apply these skills from the first placement experience in stage 1.”</p> <p><u>4. Professional identity and agency</u></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>“In the development of this new BEd programme, the Programme Team have been particularly conscious of the need to cultivate a strong sense of teacher identity amongst the student teachers. Given that post-primary teaching is one of the most over-familiar professions (Lortie, 1979), we want to encourage our student teachers to develop their own senses of self – their own voices within an ever-changing and ever-renewing profession. Learning to teach is not a matter of applying decontextualized skills (Britzman, 1991; Palmer, 1997; Biesta, 2013). Rather, it is a time of formation and transformation when one's past and present selves are projected into a future and potentially life-long professional career. This is a time of scrutiny into who one is and who one might possibly become.”</p>	
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### 5. Creativity and Reflective practice

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

“The student teachers will engage in the Creative Pedagogies, Critical Thinking and Wellbeing in Education module, which aims to build student competency to engage in their own creativity as well as to foster creativity among students in their own classrooms. This module will explore creative pedagogies as an approach to fostering and nurturing creativity and the creative mindset in the classroom. The experiential aspect of this module will model how creativity can be used as an effective pedagogical tool to enhance teaching and learning.”

Of particular note is the module *Creative Pedagogies, Critical Thinking and Wellbeing in Education* which has been designed to encourage the active engagement of students in their own personal development and wellbeing.

### 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.

“The student teachers will be afforded ongoing opportunities to develop their literacy and numeracy skills throughout the BEd programme. They will work closely with tutors and will identify any needs/challenges or areas in which they require support to enhance their literacy and numeracy skills. This includes personalised support plans and linking to the academic support services in the School of Education and in the university. This includes the UCD Writing Centre (<https://www.ucd.ie/writingcentre/>) and UCD Maths Centre which provide workshops, seminars, resources and one-to-one writing tuition to support students with their literacy, numeracy and writing.”

### 7. Digital Skills

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

“The BEd programme will provide student teachers with the opportunities to explore and use digital approaches in their teaching, learning and assessment, and to develop their

	competencies as teachers working in an increasingly digital world.”	
1.1.7 Post-primary Programme Requirements	<p>The programme is Level 8 on the National Framework of Qualifications (NFQ) with a minimum pass result in all examinations pertinent to the subjects.</p> <p>Each subject meets the minimum subject specific requirements for registration from January 2023 and meets the minimum requirement of 60 ECTS each.</p> <p>The review process determined that the subject discipline components include subject specific curricular studies and pedagogies (methodologies).</p>	Yes
1.1.8 Learning and Assessment Strategies	<p>In the submission, UCD 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>The review process determined that the programme demonstrated how student teachers are supported to develop strategies to support, monitor and holistically assess pupils’ approaches to learning and their progress, along with strategies for formative and summative assessment.</p> <p>“This BEd programme will enable students to incrementally develop strategies to support, monitor and assess their pupils in a holistic manner. It will further enable student teachers to develop an in-depth knowledge of the relationship between curriculum, pedagogy and assessment. A particular focus on recent curricular changes will highlight this relationship. Student teachers will critically reflect on the dual approach to assessment in Junior Cycle and how it supports pupils’ learning.”</p>	Yes

## Programme Resourcing

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

	<ul style="list-style-type: none"> <li>• programme staff qualifications and experience</li> <li>• evidence that from September 2022 at least 50% of all School Placement Tutors are registered as teachers with the Teaching Council, with 100% of their existing placement tutors registered with the Teaching Council.</li> </ul> <p>The application demonstrated the staff distribution mechanisms they have in place to show that prior to qualification, while on school placement, a student teacher will be summatively assessed at least once by a registered teacher.</p> <p>It also demonstrated how the student: staff ratio of 15:1 is achieved, with the programme demonstrating a current ratio average of 12.5:1.</p> <p>UCD evidenced the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including those relating to learning and development and continuing education.</p>	
1.2.3 Facilities	The application established that there are appropriate facilities available to support research and teaching and learning, providing the following: an online library, digital technology resources, classrooms with microteaching facilities and other specialist & sports facilities in selected schools.	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>“All students will be assigned a tutor who will work with them throughout the four years of the BEd post-primary programme, thus they become members of a community of practice from the outset. The tutor provides pastoral care for student teachers as they progress through the programme and will link directly with the programme director with any concerns or challenges students may have.”</p> <p>It demonstrated how a student teacher might transfer to an alternative programme, where feasible, and to carry credits in so doing, with due regard to the exit award arrangements already in place in UCD.</p> <p>“In the case that a student decides not to continue on the programme after the first year, they can select a pathway and progress into stage 2 DN520 Arts and Humanities (Joint</p>	Yes



	Honours). In a situation where a student does not meet the language/education requirements to attain the BEd, they can select a pathway to exit with a certificate (30 credits) or diploma (60 credits).”	
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.	Yes
1.2.6 Financial Resources	The review process determined that the programme is adequately resourced to ensure that programme aims are met.	Yes

## School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	<p>The UCD 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>“The school placement component of this programme is structured so as to foster joint professional learning and collaborative inquiry, a process in which student teachers become members of a scholarly community of teacher researchers. School placement will be managed by a school placement tutor, working in conjunction with the programme director and the Director of ITE Programmes in the School of Education.”</p>	Yes
1.3.2 Duration	<p>The review process determined that 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>Over the full programme, school placement incorporates direct teaching experience of a minimum of 204 hours.</p>	Yes
1.3.3 Elements of School Placement	The application showed that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the Guidelines on School Placement and regarding the stage the student teacher is at on the programme.	Yes

<p>1.3.4 School Placement Models</p>	<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>“Student teachers will receive opportunities for systematic observation in schools on each school placement. The nature of each placement observation will be scaffolded from stage 1 where students engage in a supportive systematic observation which will be assessed as pass/fail and GPA neutral when graded to provide students with a supportive first engagement with school placement in the programme.”</p> <p>School placement arrangements, including the criteria for the assessment of classroom practice and Taisce, build on the strong university/school partnerships noted by the Panel. Placements are well structured and organised and allow for the incremental development of student teachers’ pedagogical knowledge and skills. The provision of a clear and comprehensive handbook aligned to planned, dedicated support from lecturers, tutors, school staff and other personnel is commendable and will provide strong support to student teachers on placement.</p>	<p>Yes</p>
<p>1.3.5 Securing of Placement</p>	<p>The review process determined that the submission demonstrated that UCD assumes overall responsibility for the placement of student teachers.</p>	<p>Yes</p>
<p>1.3.6 Diversity of Placement Settings</p>	<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>Yes</p>
<p>1.3.7 Taisce in School Placement</p>	<p>The submission provided evidence of the approaches UCD 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>“At all times, our programme tutors, working closely with co-operating teachers, will support student teachers in fostering a passion for teaching, and a respect for all learners, including an awareness of their diverse and evolving needs, irrespective of background and identified needs. Student teachers will be explicitly encouraged, from Day 1 of their school placement, to consider creative and innovative approaches to pedagogy and assessment,</p>	<p>Yes</p>

	<p>mindful of all times of the need for greater inclusivity in the Irish classroom context. More specifically, they will be encouraged to reflect on the potential for inclusive approaches in the teaching and learning of languages.</p> <p>“A core aspect of this reflective practice is student teachers’ development of positive relationships with the broader school community, especially with parents. Structured participation in school life beyond the classroom, to include such areas as subject planning meetings, co and extra-curricular activities, staff meetings and parent-teacher meetings, will all be expected and student teachers will reflect on these activities in their reflective teaching portfolio.”</p>	
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
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.	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: Professor Kenneth Muir**

Ken Muir was Chief Executive and Registrar of the General Teaching Council for Scotland between 2013 and 2021. Similar to the Teaching Council in Ireland, GTC Scotland has the responsibility for registering and regulating the Scottish teaching profession as well as for accrediting all teacher education programmes. Prior to this, he worked for Her Majesty's Inspectorate of Education and was Chief Inspector of Education in Scotland. Ken began his teaching career as a teacher of Geography and Geology and has held various senior posts over his career, working in schools and local authority education departments. He has been a member of many national and international education groups and has a particular interest in the Finnish education system where he has worked with Helsinki University and the Finnish National Board of Education. On his retirement in 2021, he was commissioned as independent Adviser to the Scottish Government to produce his report, *Putting Learners at the Centre: Towards a Future Vision for Scottish Education*, which was published in February 2022. Ken holds an Honorary Professorship at the University of the West of Scotland and was made a Commander of the British Empire (CBE) in the 2021 Queen's Birthday Honours List for his services to education.

**Panel Member: Ms Valerie Lewis**

Valerie Lewis is a qualified teacher with over twenty years of experience in Irish education at post-primary and tertiary level. She is currently Director of the Take 1 Programme, which supports post primary schools to communicate, raise awareness of, and embed Education for Sustainable Development in learning and teaching, as part of a transformative 'whole school' curriculum approach.

Valerie also holds the position of Assistant Professor in Education for Sustainability in the School of STEM Education, Innovation and Global Studies at Dublin City University as part of its Institute of Education. Outside of formal education Valerie sits as Chairperson of 80:20 Educating and Acting for a Better World, an independent Irish non-governmental development education organisation.

**Panel Member: Professor Jim Deegan**

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*.

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

## Gaeilge

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

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

The degree must also include the study of the following:

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

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

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

d) engaging in School Placement.

4. Evidence of linguistic competence

a) All applicants must provide evidence of linguistic competence in the language. This can be demonstrated by providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed.

b) Alternatively, applicants can provide certification of achieving level B2.2 standard of an independent language competency test.

c) Applicants for whom the language is their first language.

## Curricular Languages (French, German, Spanish, Italian, and Portuguese)

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

1. (a) Applicants must hold a degree-level qualification, with the specific curricular languages studied up to and including third-year level or higher (or modular equivalent).

(b) The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass result in all examinations pertinent to the subject of the specific curricular language.

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

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

3. Evidence of linguistic competence

a) All applicants must provide evidence of linguistic competence in the language. This can be demonstrated by providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed.

b) Alternatively, applicants can provide certification of achieving level B2.2 standard of an independent language competency test.

4. The degree must also include the study of the following:

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

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

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

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

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

a) attending a language course

b) working as a staff member in an educational setting

c) conducting an action research project which is of relevance to their teaching studies

d) engaging in School Placement