

**Final report of the Review Panel to the Teaching Council following a review of the reconceptualised Initial Teacher Education Programme at National College of Art and Design, Dublin**

**Professional Master of Education - Art and Design Education**

**May 2014**

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# 1. Background

## 1.1. *The Teaching Council's Review and Accreditation Function*

The Teaching Council is the statutory body charged with setting the standards for entry to the teaching profession and ensuring that these standards are upheld.

In accordance with Section 38 of the Teaching Council Act, 2001, the Council shall:

- (a) review and accredit the programmes of teacher education and training provided by institutions of higher education and training in the State,
- (b) review the standards of education and training appropriate to a person entering a programme of teacher education and training, and
- (c) review the standards of knowledge, skill and competence required for the practice of teaching,

and shall advise the Minister and, as it considers appropriate, the institutions concerned.

The Teaching Council's role in relation to the review and accreditation of programmes of Initial Teacher Education (ITE) is distinct from the academic accreditation which programmes also undergo. Academic accreditation is based on the suitability of a programme for the award of a degree/diploma, whereas professional accreditation for any profession is a judgement as to whether a programme prepares one for entry into that profession.

The review and accreditation of programmes of ITE by the Teaching Council provides an opportunity for Higher Education Institutions (HEIs) to demonstrate that they offer quality programmes of teacher education. It is expected that the graduates of such programmes will achieve programme aims and learning outcomes which are aligned with the values, professional dispositions, and the standards of teaching, knowledge, skill and competence that are central to the practice of teaching.

## 1.2. *Review and Accreditation Strategy*

In order to guide its review of programmes, the Teaching Council has published *Initial Teacher Education: Strategy for the Review and Accreditation of Programmes* (hereinafter referred to as the Council's review strategy). That document sets out the process by which programmes are reviewed.

### 1.3. National Policy Framework

In carrying out reviews, the Council is mindful of its Policy on the Continuum of Teacher Education which sets out its vision for teacher education at all stages of the continuum – ITE, Induction, and Continuing Professional Development. Published in 2011, the policy highlights the evolving and dynamic context for teaching and the increasingly complex role of teachers in Ireland today. The policy states (p.6) that “...the time is now right for a thorough and fresh look at teacher education to ensure that tomorrow’s teachers are competent to meet the challenges that they face and are life-long learners, continually adapting over the course of their careers to enable them to support their students’ learning.” It further states that innovation, integration and improvement should underpin all stages of the continuum.

In parallel with the development by the Council of its Policy on the Continuum of Teacher Education, the Minister for Education and Skills initiated a national consultation process on the theme of improving literacy and numeracy. This culminated in 2011 with the publication of Literacy and Numeracy for Learning and Life as the national strategy to improve literacy and numeracy standards among children and young people in the education system. The strategy emphasised teachers’ professional development and proposed that the duration of initial teacher education (ITE) programmes should be extended and that programme content should be reconceptualised.

### 1.4. Accreditation Criteria

The Teaching Council, having established an Advisory Group on Initial Teacher Education, developed criteria to be observed and guidelines to be followed by providers in reconceptualising programmes of initial teacher education at primary and post-primary levels. They were approved by the Council and published in June 2011 as *Initial Teacher Education: Criteria and Guidelines for Programme Providers* (hereinafter referred to as the Council’s criteria). These relate to a range of areas, including programme design, areas of study, the duration of programmes, the numbers and qualifications of staff, facilities and resources. As such, they form the bridge between the Council’s policy and the development and implementation of reconceptualised programmes.

Significantly, the criteria:

- prescribe those areas of study which will be mandatory in programmes, including numeracy and literacy, behaviour management, parents in education, ICT and inclusive education
- set out for the first time the expected learning outcomes for graduates of all ITE programmes
- propose raising the minimum requirements for persons entering programmes of ITE at primary level and a literacy and numeracy admissions test for mature entrants

- require a 15:1 student-staff ratio
- call for the development of new and innovative school placement models, involving active collaboration between HEIs and schools, and an enhanced role for the teaching profession in the provision of structured support for student teachers
- require that student teachers should spend at least 25% of the programme on school placement, and that such placements should be in a minimum of two schools
- require increased emphasis on research, portfolio work and other strategic priorities.

While recognising the inter-related nature of all aspects of programmes of teacher education, the criteria and guidelines are categorised under Inputs, Processes and Outcomes. All three dimensions have an important bearing on the quality of teacher education. The required Inputs and Outcomes are clearly elaborated in the document, while the Processes are less prescriptive to allow HEIs the freedom to develop the processes which best suit their individual situations.

In November 2011, the Council published *Teaching Council Requirements for Entry onto a Programme of Initial Teacher Education*, which set out the Council's revised subject criteria in draft form. The draft criteria were approved by Council in December 2012 and represent the Council's latest thinking in this area. They have guided providers of post-primary concurrent programmes in determining the subject content coverage which is appropriate. These guidelines provide a clear blueprint for all involved in facilitating quality school placement and act as an important point of reference for the Council as it reviews programmes of ITE for professional accreditation purposes.

In 2012, the Council adopted *Guidelines on School Placement* as an addendum to its accreditation criteria. These guidelines provide a clear blueprint for all involved in facilitating quality school placement experiences and act as an important point of reference for the Council's review panels and the HEIs with whom they engage.

Providers of existing programmes have been asked to reconceptualise their programmes in line with the criteria and to submit them for accreditation.

### **1.5. Particular requirements for post-primary programmes**

In November 2011, the Council published *Teaching Council Requirements for Entry onto a Programme of Initial Teacher Education*, which set out the Council's revised subject criteria in draft form. Following a wide ranging consultation process involving all the major education stakeholders, a final set of proposals were developed. These were approved by Council in December 2012, and the Minister for Education and Skills has conveyed his agreement with the Council's views in this area. They have guided providers of post-primary concurrent programmes in determining the subject content coverage which is appropriate. They also guide providers of

post-primary consecutive programmes in determining suitability of entrants and which curricular subjects entrants can ultimately be registered to teach. They will also guide PME providers in matching students appropriately to methodology modules.

## **1.6. Programme overview**

This report relates to the review of the following programme provided by the National College of Art and Design (NCAD): Professional Master of Education [PME (Art and Design Education)]

Offered over two years, this is a 120 credit programme, which prepares an annual intake of between fifteen and twenty-five student teachers to teach art (including crafts) in the post-primary school.

Hereinafter the Professional Master of Education [PME (Art and Design Education)] will be referred to as ‘the PME’ or ‘the programme’.

The roots of the programmes can be directly traced to the 1980s when NCAD introduced the one-year, full-time Diploma in Art and Design Teaching (Dip ADT) which was redesignated the Higher Diploma in Art and Design Education (HDipAEd) in 1999, and subsequently, in 2007, this became the Postgraduate Diploma in Art and Design. It is validated through the UCD Academic Council with which NCAD has a growing relationship in keeping with the evolving rationalisation of third level education provision in Ireland.

## **2. The Review Process**

The review of the PME took place between October 2013 and May 2014, in accordance with the Council’s review strategy. The process was formally initiated when the Review Panel (hereinafter referred to as ‘the panel’) was appointed by the Teaching Council’s Director, with Professor Sheelagh Drudy as Chairperson<sup>1</sup>. To assist and support the work of the panel, Dr Patrick O’Connor was appointed as Rapporteur. His functions included liaison with NCAD, 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 the Director and staff of the Teaching Council.

Documentation relating to the application was submitted to the Teaching Council by NCAD in August 2013. The panel met initially on 10 December 2013 to give preliminary consideration to the NCAD submission. Following this meeting, individual members of the panel focused on specific aspects of the submission and circulated their comments and questions to other members of the panel. Issues for further clarification were identified by the panel and were communicated by the

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<sup>1</sup> Details of the Review Panel membership are included in [Appendix 1](#)

Rapporteur to NCAD.

On 18 December 2013, following consideration of the documentation and a collation of the initial views of the members of the panel, the panel met and engaged with NCAD staff members who made a presentation embracing the several elements of the programme<sup>2</sup>. Subsequently, arising from this meeting, NCAD provided additional documentation that served both to develop and clarify issues highlighted by the panel.

On 28 January, 2014, the Chairperson, Prof. Drudy met with the Chairpersons of three other review panels and their Rapporteurs, for the primary purpose of identifying commonalities of judgement and refining reporting conventions and procedures.

### **3. 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).

### **4. Documentation**

The documentation submitted in August 2013 by NCAD was in accordance with the template provided by the Teaching Council in the Pro Forma and Guidelines which accompany the Council's review strategy. Key areas of focus were:

#### **4.1. Inputs**

- Conceptual Framework
- The Programme
- Programme Aims
- Programme Design
- Areas of Study
- Teaching, Learning and Assessment Strategies
- School Placement
- The Duration and Nature of the Programme
- Student Intake
- Staffing
- Facilities

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<sup>2</sup> A list of the staff member presenters is included in [Appendix 2](#)



- Student Support and Guidance Systems
- Communication and Decision-Making Structures
- Financial Resources

#### 4.2. *Processes*

- Teaching, Learning and Assessment Approaches
- Engagement of Student Teachers with the Programme
- Engagement of Student Teachers with Staff and with other Student Teachers
- Progression within the Programme
- Personal and Social Development
- Development of Professional Attitudes, Values and Dispositions
- Lifelong Learning
- Reflective Processes

#### 4.3. *Outcomes*

- Knowledge-Breadth/Knowledge-Kind
- Know-How & Skill-Range/Know-How & Skill-Selectivity
- Competence-Context/Competence-Role
- Competence-Learning to Learn
- Competence-Insight

## 5. Overall Findings

Having regard to the documentation that was initially submitted, together with the supplementary documentation that was provided pursuant to the meeting with programme staff, and having regard too to the subsequent clarifications that followed in the course of conversations with the Head of Faculty/ Professor of Education, the panel adjudges that the programme meets the Teaching Council's accreditation criteria as set down in its *Criteria and Guidelines for Programme Providers*, and addresses the Teaching Council's registration requirement for the teaching of art (including crafts) as set out in *Requirements for Entry onto a Programme of Initial Teacher Education* (See [Appendix 3](#)). Consequently, it recommends that accreditation be granted.

The commendations in section 6 below relate to areas of particular strength which the panel has identified.

With regard to the recommendations in section 7, the panel suggests that the Teaching Council should require the college to set out and submit, within twelve months of receiving the final review report, its proposals for addressing the recommendations. It further recommends that the Teaching Council should prioritise those areas to be accorded particular attention when the programme falls due for re-accreditation.

In the case of the national issues raised in section 8 of this report, the panel recommends that the Council engage in dialogue on those issues at national level.

In view of the reconceptualisation of the programme with regard to content and processes, the panel recommends that NCAD should submit a progress report to the Teaching Council in Spring 2016, prior to a third cohort of students being admitted to the two-year programme. The Teaching Council should check that all programme commitments are being fulfilled prior to extending approval of programme accreditation.

Therefore, the panel proposes that accreditation of the programme would have a lifespan of two years, with a further three years' accreditation to be approved subject to the Council's satisfaction with the progress report referenced above.

## **6. Commendations**

Having regard to:

- the Pro Forma documentation which was submitted
- the supplementary material which was submitted, and
- information gleaned during the visit to NCAD and subsequent engagement with programme staff,

the panel has noted a number of particular strengths of the programme, as follows:

### **6.1. *Engagement with the review process***

From the outset, programme staff at all levels demonstrated an enthusiastic commitment to the work of the Council in reviewing and accrediting the programme. It was patently clear that they looked on the review as a valuable opportunity to engage with others whose perspective on the programmes might lead them to further and more refined reflection on their planning. This was reflected in the warm welcome accorded the panel by programme staff and in their wholehearted engagement with the visitors throughout the meeting.

### **6.2. *Conceptual framework***

The panel commends the conceptual framework which constitutes an impressive feature of the submission. It is characterised by the concept of the teacher as a reflective practitioner who engages in activities peculiar to the profession of teaching and, in tandem, those activities that are centred on artists and designers in their work. This perspective is richly facilitated by the location of the programmes within the college, thereby more effectively imbuing students with the essential practices and ways of working and thinking that distinguish the artist/ designer. Crucially,

while viewing the learner as thinking artist, the programme promotes sensitivity to arts education in school and community and to the vital notion of accountability for learning outcomes. In this regard, students are systematically exposed to the powerful insights of Dewey, Vygotsky, Schon, Lave and Wenger as they are inducted into the concept of art education as an express commitment to teaching *through* art (rather than *of* or *about* art).

### **6.3. Programme aims**

The panel commends the faculty for a submission that expresses programme aims in a clear and concise manner, and provides module descriptors which clearly signal the programme's position at Level 9 on the National Qualifications Framework. In essence, it is envisaged that PME graduates will have refined their art and design practice to a high level and will have acquired the capacity to perform as competent art teachers. Further, they will exhibit certain desirable dispositions and capacities that value the maintenance of professional growth in professional learning communities where mutual respect is prized. And, importantly, the programme fosters a commitment to democracy, social justice, equality, inclusion and diversity.

### **6.4. Innovative approach**

The panel commends the faculty for an innovative approach that is characterised by an interweaving of studio practice and visual culture with the development of professional practice directly orientated to the promotion of teacher competence. Further, it notes with approval a defining NCAD feature that sees the programme located in an attractive college campus that is shared with students who are undertaking a number of art-orientated but different degrees at undergraduate and postgraduate level. It is likely that this arrangement will contribute significantly to a sharpened imbuing of its PME students with the essential practices and ways of working, thinking and being that distinguish the artist/ designer, thereby ultimately making them more potentially effective teachers.

### **6.5. Cross-curricular links and integrated learning**

The programme is cross curricular and spiral in nature and suitably characterised by a promotion of integrated learning across the curriculum that can richly contribute to the experience of school placement. Further, it facilitates the promotion of a critical engagement with art and design as a lifelong process, one that has at its core the recognition of art practice as inherently pedagogical in itself. This is admirable.

### **6.6. Personal and social values**

The panel commends the faculty for its promotion of an understanding of the teacher as both an educator and a moral agent, someone who serves both the individual and society and celebrates creativity in a non-judgemental way. Personal and social values are placed at the forefront of student consciousness and the college seeks to engender a commitment to the teaching of art and design with a passion for democracy, social justice, equality and inclusion.

## 6.7. ICT

The panel commends the faculty for its embedding of ICT across the programme and this is reflected in the way it enables its students to use digital technologies as an integral part of their teaching. The panel notes that students send their lesson schemes and plans to tutors digitally and in this way they receive timely feedback while on school placement in different parts of the country. Further, they are required to document their teaching schemes (including visual aids) and their reflections on experience digitally and they are guided to maintain a blog that incorporates their evaluations. In addition, students are digitally recorded in micro-teaching and authentic teaching situations so that reflection and analysis can be enhanced. Finally, it is noted that *Moodle* as a virtual learning environment is a significant feature and it is understood that negotiations are in train with UCD to extend the e-learning platform, *Blackboard*. This is a welcome initiative that is set to further enhance the quality of the programme.

## 6.8. Teaching, learning and assessment strategies

As students progress through the programme, they are engaged in various teaching, learning and assessment approaches and a key emphasis is placed on mapping these with the Teaching Council's *Code of Professional Conduct for Teachers* and the programme's conceptual framework. At the heart of the PME programme is a process of teaching *through* art rather than *of* or *about* art and this is characterised by a balanced integration of the practical and theoretical, with self-directed learning, peer learning, engagement with artist practitioners and self-evaluation featuring strongly. All this is geared to leading students to place a premium on matching learning activities to defined outcomes within a systematic process of formative, summative and continuous assessment that includes the completion of regular assignments. This is commendable.

## 6.9. Strategies to develop visual literacy, literacy and numeracy

The panel commends the college for its commitment to promoting literacy and numeracy in the classroom in accordance with the national priorities set out by the Department of Education and Skills. In its submission, NCAD outlines detailed strategies geared towards the development of literacy, including visual literacy and oracy, in all their connotations; and numeracy too is treated in a similar level of detail. Lectures in literacy and numeracy are delivered by faculty staff and visiting lecturers with expertise in numeracy and literacy, and practising art teachers participate also by exhibiting and discussing examples of their pupils' work in this area. The panel is particularly satisfied to note that students are required to indicate numeracy and/or literacy learning outcomes for pupils in their schemes of work and lesson plans and they share a confidence that this will make a worthy contribution to the development of a life-long awareness in PME graduates of the centrality of literacy and numeracy across all subjects.

### **6.10. Strategies for differentiation in an art class**

Across the PME, commendable emphasis is placed on developing students' competence to deal with the wide range of achievement that they will encounter in their classrooms. The programme features seminars on differentiation, learning styles and the spectrum of special needs, and within this scenario, outside experts on SEN, together with art teachers who work in SEN settings, will play a major role in leading the learning. Further, students are also required to make provision for differentiation in their schemes of work and lesson plans, and a perusal of the wide range of strategies for differentiation in an art class provided in the documentation gives eloquent testimony to the college's determination to ensure that its graduates are ably equipped to make due provision for pupils of varying abilities.

### **6.11. Exit mechanism**

The panel also notes the existence of an admirable exit mechanism at the end of Year 1 that allows those who, in the light of experience, decide not to proceed towards obtaining a teaching qualification to leave the PME programme with the award of a non-teaching qualification designated *Graduate Diploma in Education Studies*.

### **6.12. School placement**

The panel views the organisation and assessment of the school placement component of the programme as a particular strength and shares a high level of confidence that graduates of the programme will come to see themselves as lifelong reflective practitioners, collaborative staff members of their schools and agents responsive to the whole school community.

#### **6.12.1. School placement: the classroom experience**

The classroom experience is designed to be progressive in nature over the two years: in the first year, the focus centres on the application to the teaching context of the graduate students' disciplinary knowledge and expertise, and in the second year the emphasis is more on creativity and sensitivity to differentiation and multiple layers of learning. All this is commendable, as is the encouragement of more creative methodologies that have due regard for the systematic forging of cross-curricular links.

#### **6.12.2. School placement: assessment**

As for assessment of student competence, the college has devised a carefully regulated set of procedures that incorporate a well-balanced blend of the formative and summative. During placement the student is observed on at least seven occasions over the two years and lesson plans with accompanying material are systematically evaluated. Finally, at the end of the second year, students are required to present on their experience to a staff board at a 'viva voce' session. The panel is duly impressed and views these arrangements as highly commendable.

### **6.12.3. School placement: the action research project**

A notable feature of the programme is the action research project that typically focuses on an aspect of the students' school placement during their second year. Working under the supervision of a dedicated tutor, each student is guided in delivering a project based on personal, authentic and original research that is presented in the form of a 15,000 word dissertation or as a practice-based art project of 5,000 words. The panel sees a rich potential here for the application of newly acquired research methods with particular reference to high quality inter-student collaboration within a specific scenario of arts-based educational research. This is commendable.

### **6.13. Professional portfolio**

While undertaking the PME programme, each student is required to commence the compilation of a professional portfolio that will contain a range of material reflecting their personal and professional experience. The portfolio will be a mixed media record that includes a visual record of work undertaken by students and/ or their pupils, and included also will be written documentation and samples of various material and resources deployed along the way. Usefully, a digital base for the portfolio will also be expected, thereby motivating the student to further integrate technology into teaching, learning and assessment. For its comprehensiveness and for its potential to challenge and encourage, the panel views this as commendable.

## **7. Recommendations**

Having regard to:

- the Pro Forma documentation which was submitted
- the supplementary material which was submitted,
- information gleaned during the visit to NCAD and subsequent engagement with programme staff

the panel has noted the following areas of the programme which it believes should be developed:

### **7.1. Staffing**

Recognising the admirable commitment of NCAD to teacher education through all phases of the teaching continuum, as reflected in a spectrum of new and innovative programmes, the panel recommends that the Faculty makes due provision for a necessary increase in the staff complement that is currently close to the Teaching Council's recommended staff-student ratio of 1:15.

### **7.2. Progress report**

As indicated in Section 5 above, in view of the reconceptualisation of the programme with regard to content and processes, the panel recommends that NCAD should submit a progress report to the Teaching Council in Spring 2016, prior to a third cohort of students being admitted to the two-year programme.

## 8. National Issues

Having regard to:

- the Pro Forma documentation which was submitted
- the supplementary material which was submitted
- information gleaned during the visit to the NCAD and subsequent engagement with programme staff,

the panel has noted the following issues which it believes merit further attention by the Teaching Council and/or other national stakeholders.

### 8.1. *Length of programmes*

The panel notes with approval that, in order to be eligible for entry to the programme, applicants must hold a Level 8 Bachelors (Hons) degree or equivalent in art and/or design which meets the Teaching Council's registration requirements for the curricular subject art (including crafts). Thus, by the end of the PME programme graduates will have acquired 180/240 ECTS credits at undergraduate level plus 120 ECTS credits at postgraduate level (i.e. 300-360 ECTS credits to gain their professional qualification). By contrast, persons graduating from concurrent programme will have been required to achieve just 240 credits for the same professional recognition.

Accordingly, the Panel recommends that the accreditation criteria for concurrent post-primary programmes be reviewed. Formerly, four-year concurrent programmes at post-primary were assumed to have an equivalence with an undergraduate degree followed by a postgraduate diploma in education (i.e. 180/240 ECTS credits, followed by 60 credits). From September 2014 onwards, the consecutive route will consist of 180/240 ECTS credits (undergraduate degree) and 120 ECTS credits (postgraduate teaching qualification, henceforth normally at master level). However, concurrent post-primary programmes will normally consist of 240 ECTS, of which 120 will comprise of education components and 120 of subject discipline components (in the case of degrees in which there are two subject disciplines each subject must amount to the minimum Teaching Council requirement of 60 credits, or 90 credits in respect of certain subjects).

While the panel warmly endorses the increase in education components in both concurrent and consecutive programmes, it is concerned that equivalence can no longer be automatically assumed with regard to the coverage of subject disciplines. This is particularly relevant in respect of concurrent post-primary ITE programmes that combine preparation for two disciplinary degree subjects with the mandatory 120 education credits: here the current allocation of 120 credits to the disciplinary areas can be quite restrictive. This problem is even more acute where a minimum of 90 credits for one of the subject specialisms are required by the Council. These issues create

difficulties for HEIs when they endeavour to meet the Teaching Council criteria, align with Leaving and Junior Certificate curricula and map to the Bologna Framework with regard to recommended ECTS credits.

These are major issues which must be addressed by the Teaching Council, the Higher Education Institutions (HEIs) and the Higher Education Authority (HEA). These have already been raised by the Council in a letter to the HEIs of 15 June 2012 under the heading of *Balance of Programme Components* and, as an overall comment, the Council notes that some HEIs are planning to develop innovative five year programmes in order facilitate students who wish to take two subjects and still comfortably meet the Council's registration requirements for both.

### **8.2. Market demand for graduates**

Given current economic circumstances and the allied reduction of teaching positions, the panel advises that a study be undertaken to determine with some provision the market demand for graduates of a spectrum of programmes. The panel welcomes the fact that the Teaching Council is planning to establish a working group to inform its deliberations in relation to the issue of teacher supply. The panel hopes that this might ultimately result in a rationalisation of the supply of post-primary subject methodologies across institutions.

### **8.3. Allocation of appropriate level of resources**

The panel wishes it to be clearly understood that teacher education providers must be adequately resourced so that they can continue to provide quality programmes of teacher education at all stages of the continuum, but particularly so at this crucial foundation stage of initial teacher education.



## Appendix 1 - Review Panel Membership

### **Chair – Professor Sheelagh Drudy**

Professor Drudy is Professor Emeritus of Education at University College Dublin. She is a former teacher, educational researcher and teacher educator. She was a member of the first Teaching Council appointed by the Minister in 2005. She is currently an external examiner at a number of Higher Education Institutions and has been involved in quality assurance reviews in various HEIs. She chaired the panels which reviewed the Higher Diploma in Art for Art and Design Teachers provided by Limerick Institute of Technology (LIT) in 2011, the four ITE degree programmes provided by St. Patrick's College, Thurles in 2012, and a series of teacher education programmes submitted by UCC, DCU and LIT in 2013.

### **Teacher Educator – Dr Jacqueline Lambe**

Dr Lambe is a Lecturer in Education at the University of Ulster. She is Coordinator for all Post-primary Post Graduate Certificate in Education Programmes and is Course Director for Post-primary PGCE Art and Design with further responsibility for developing Special Needs and Inclusion Education provision across all post-primary PGCE programmes. Her research interests relate to pre-service education and issues around Special Needs Education and inclusion, the pedagogical use of ICT and Art and Design Education. Formerly, Dr Lambe was a post-primary teacher of Art and Design for more than twenty years.

### **Teaching Council Member – Ms Elaine Devlin**

Ms. Elaine Devlin is a teacher of mathematics in De La Salle College, Dundalk. She is a member of the Teaching Council since 2009, as an ASTI nominated representative. She serves as a member of the Investigative Committee, the Audit Committee and is on the Evidence of Character panel. She chaired the panel which reviewed the UL/ NUIG Professional Diploma in Mathematics for Teaching.

### **DES Inspector – Ms Maria Lorigan**

Ms Maria Lorigan, Senior Inspector, DES. Maria's work includes subject inspection in post-primary schools in German, evaluation of the Delivering Equality of Education in our School (DEIS) programme and whole-school evaluation. Maria has also worked in policy units of the inspectorate on developing new models of whole school evaluation, incidental inspections and follow through inspections. Most recently she has worked with colleagues on developing the School Self Evaluation (SSE) Guidelines and in supporting schools on the implementation of SSE in schools.

### **Dr Hazel Stapleton**

Dr Stapleton was an Examinations and Assessment Manager (EAM) in the State Examinations Commission and, previously, a Department of Education and Skills (DES) Inspector for art. Her doctorate focused on the assessment of visual arts in state examinations. An art teacher for many years, she worked in special education, in secondary education and in the Post-Leaving Certificate sector. She served as a member of the NCVA Art and Design Board of Studies, on the National Council for Curriculum and Assessment (NCCA) course committees for Art and as a teacher educator in Uzbekistan. She was a member of the panel which reviewed the Higher Diploma in Art for Art and Design Teachers at Limerick Institute of Technology (LIT) in 2011.

**Rapporteur – Dr Patrick O’Connor**

Dr Patrick O'Connor, was an inspector with the Department of Education and Skills (DES) for over thirty years. During this time he worked on the development of whole school evaluation, and when attached to the policy unit was centrally involved in the monitoring of teacher education. For over ten years he was editor of the DES academic journal *Oideas*. A former primary school principal and associate lecturer on the Open University (OU) MA (Ed), he is a graduate of St Patrick's College, Drumcondra, and UCD, and he holds masters degrees in Education from University College Cork and the OU. His doctorate, awarded by the OU, focused on school inspection.

## Appendix 2 – NCAD Education Faculty in attendance at Review Panel meeting, 18 December 2013

Name	Title	Functions/Responsibilities
Professor Gary Granville	Head of Faculty	Education programmes director Education Studies (History, Philosophy, Curriculum) Teaching Practice
Ms Dervil Jordan	Lecturer in Education	Course Leader PDE Visual Arts education Professional Practice Teaching Practice
Dr. Patsey Bodkin	Lecturer in Education	BA Year 2 Co-ordinator CPD Co-ordinator Professional Practice Education Studies (Curriculum) Teaching Practice
Dr. Isobelle Mullaney	Lecturer in Education	BA Year 3 co-ordinator, Schools Liaison Special Education Needs Education Studies, (Psychology, Sociology) Teaching Practice
Mr Tony Murphy	Lecturer in Education	BA Year 4 Co-ordinator Visual Arts education Digital Media, Development Education Teaching Practice
Ms Mary Avril Gillan	Contract Lecturer	Studio Practice (Drawing and Painting) Teaching Practice
Ms Nuala Hunt	Head of Continuing Education	Further Education co-ordinator Part-time and adult education RPL

## Appendix 3 - Teaching Council Registration: Curricular Subject Requirements (Post-primary) Effective for registration on or after 1 January 2017

### Art (including Crafts)

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

1.
  - a. Applicants must hold a degree-level qualification, with Art and/or Design 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<sup>3</sup> result in all examinations pertinent to the subject of Art.
  - c. The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Art and/or Design comprising at least 90 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).
2. The study of Art and/or Design during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Art syllabus ([www.curriculumonline.ie](http://www.curriculumonline.ie)). To meet this requirement the degree must include the study of all of the following<sup>4</sup> to the highest level in post-primary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)).

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

- a. Drawing, 2D and 3D Visual Studies in Art/Craft/Design
- b. Engagement with Digital Media
- c. Art/Design History and Critical Studies/Visual Cultural Studies.

3. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) in which the theory, methodology and practice of teaching Art forms the central aspect. This course must be equivalent to a minimum of 120 ECTS credits (or equivalent)<sup>5 6</sup>.

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<sup>3</sup> which includes pass by compensation.

<sup>4</sup> as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

<sup>5</sup> Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.

<sup>6</sup> Applicants who have completed a specialist concurrent degree in Art must meet all of the requirements as detailed above. This course should be equivalent to a minimum of 240 ECTS credits.