

*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: **BSc in Physical Education with
Biology or Maths**

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.

Contents

Programme Overview 3

Background..... 3

Particular requirements for post-primary programmes 3

The Review Process 4

Overall Findings 6

 Programme Design..... 7

 Programme Resourcing..... 16

 School Placement..... 18

Recommendation 21

Appendix 1 - Review Panel Membership 22

Appendix 2 - Teaching Council Registration: Curricular Subject Requirements (Post-primary)
Effective for registration on or after 1 January 2023 24

Programme Overview

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

BSc in Physical Education with Biology or Maths, hereinafter referred to as ‘the programme.’

Background

Céim: Standards for Initial Teacher Education sets out the standards which programmes of initial teacher education in Ireland must meet in order to gain accreditation from the Teaching Council. It is also a benchmark for anybody seeking to register as a teacher in Ireland.

The Teaching Council’s *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education* (hereinafter referred to as the *Procedures*) sets out the process by which programmes are reviewed.

DCU submitted a completed pro forma, toolkits and appendices which mapped the programme against each of the standards outlined in *Céim: Standards for Initial Teacher Education*. The programme was reviewed by the Review Panel following the *Procedures*.

Particular requirements for post-primary programmes

In November 2020, the Council published *The Teaching Council Registration Curricular Subject Requirements (Post-Primary)*, which set out the Council’s revised subject criteria requirements for approved curricular subjects. The requirements may be met through studies incorporated into a concurrent programme of initial teacher education or may be met through undergraduate studies prior to completing a consecutive programme of initial teacher education. This also guides providers of post-primary consecutive programmes in determining suitability of entrants, outlining which curricular subjects, entrants can ultimately be registered to teach, as well as matching students to appropriate methodology modules.

The Review Process

The review of the **BSc in Physical Education with Biology or Maths** 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 BSc in Physical Education with Biology or Maths, 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 BSc in Physical Education with Biology or Maths on 23 September 2022. |
| Step 4 Desk-based Review | A desk-based review was conducted by the Council staff on 7 October 2022. |
| Step 5 Appointment of Review Panel | The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's acting director, with Prof Anne O'Gara as Chairperson and Mr Ciarán Flynn and Dr Sarah Anderson as panel members. The panel was briefed by Teaching Council staff. |
| Rapporteur | <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 her executive staff nominees.</p> |
| Step 6 Review panel meeting 1 | The panel met on 9 January 2023 to consider the submission. They requested clarifications from DCU on 17 January 2023. DCU responded to this request on 3 February 2023. |
| Step 7 Engagement with HEI | The panel chairperson and rapporteur held a pre-meet with the Head of School on 26 January 2023 to discuss arrangements for a site visit. |
| Review panel meeting 2 | The full review panel met on 7 March 2023 to prepare for the site visit. |

| | |
|--|---|
| <p>Site Visit</p> | <p>The panel conducted a site visit to DCU on 10 March 2023. This was also attended by the rapporteur and Teaching Council staff. The panel had a tour of the facilities and met with representatives from the University Management Team, the Programme Chairs, Associate Deans, Placement Co-ordinators, Treoraithe and Students.</p> <p>The panel met the following:</p> <ul style="list-style-type: none"> • 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 • PMEPE Programme Chair • SE Programme Chair • BEd & PMEPE 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 compiled their overall findings / recommendations for the report.</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.

DCU demonstrated clearly and provided a comprehensive explanation of how facilities are utilised within programmes to support programme outcomes within the conceptual framework. The STEM Internship programme (STINT), an education-industry collaboration is an innovative and significant opportunity provided for students.

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.</p> <p><i>“As a community of teacher educators we want our students and graduating newly qualified teachers to share our commitment to education as a public good, a human right and a force for transformation, equality and inclusion, social justice, global citizenship, and sustainability.”</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>“Teacher educators at DCU are committed to research-informed teacher education, actively engaged in a broad and diverse range of research relating to inter alia pedagogies for teacher education and higher education, specific disciplines and subjects, as well as policy and critical thematic analysis”</i></p> <p>They demonstrated the core idea that being and becoming a teacher is a lifelong process involving knowledge and skills as well as the development of teacher voice and agency and a commitment to the needs of all learners and the <i>Code of Professional Conduct for Teachers</i>.</p> <p><i>“We seek to model and engender core attitudes, dispositions, knowledge, understandings and skills to equip our graduates to begin their teaching careers believing in the potential of every learner (European Commission, 2017), highly knowledgeable, competent and critically reflective in designing, evaluating and improving (Teaching Council, 2011) teaching, learning and assessment, engaging with and in research, and in their own personal and career long professional development.”</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 DCU concurrent post primary ITE programme, the PEB/M programme offers opportunities for disciplinary and</i></p> | Yes |

| | | |
|----------------------|--|-----|
| | <p><i>interdisciplinary approaches integrating subject knowledge with foundation and professional studies. There are ample opportunities for students to engage in situated learning and reflective practice, supporting the development of subject specialists equipped with the attitudes and dispositions to be educators of the human person."</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> <p>DCU confirmed that student teachers are given the opportunity to actively learn from practising teachers, with methodology modules focused <i>"on having practising teachers modelling classroom practices and developing students' pedagogical content knowledge"</i></p> | |
| 1.1.3 Programme Aims | <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.</p> <p>The programme aim to <i>"develop in student teachers the ability to enquire critically and to reflect actively on their teaching and professional practice"</i> is reflected in the learning outcome of being enabled to <i>"fulfil the role of a teacher as a reflective practitioner, evaluating and monitoring his/her own practice and progress"</i></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>"Our role in preparing students to teach STEM subjects helps to address the need to increase the proportion of the population with STEM knowledge and skills as well as increasing the uptake of STEM subjects at senior cycle in post-primary schools"</i></p> <p>The submission also referenced a STEM internship programme which is an education-industry collaboration, which provides for <i>"teachers to complete a paid internship in industry and gain a first-hand experience of STEM roles and careers"</i>.</p> <p>DCU demonstrated how the programme will enable newly qualified teachers to facilitate quality teaching and learning</p> | Yes |

| | | |
|---|---|------------|
| | <p>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>“in ES143 Microteaching and Teaching Preparation students are introduced to learning theories, contemporary research-informed practices and the concept of a reflective practitioner. They are then offered opportunities to experience these practices as learners through model-based activities and micro-teaching lessons upon which they will later reflect.”</i></p> <p>The application showed 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>“student teachers’ perceptions of quality teaching are challenged and deconstructed providing opportunities for them to develop their professional vision of teaching and learning through supported reflection”</i></p> | |
| <p>1.1.4 Programme Duration & 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>BSc in Physical Education with Biology or Maths is a four year, 240 ECTS concurrent degree. It comprises 120 ECTS of Education, of which School Placement comprises 60 ECTS, and Foundation and Professional Studies comprise 60 ECTS. There are 120 ECTS credits allocated for the subject discipline modules with 60 ECTS credits for Physical Education and 60 ECTS for the other subject discipline chosen. Students can choose between Biology or Maths</p> <p>The programme meets the Teaching Council Subject Requirements (Post-Primary) for Physical Education, Biology and Maths. As evident in Toolkit A, the programme is structured in a manner which ensures that there is a balance between all areas of study over the course of the four years.</p> <p>DCU demonstrated that all areas of study are relevant to students’ future work as teachers, that the programme will facilitate student teachers’ personal development and their growth and wellbeing into their professional role, enabling them to become responsible, trustworthy, and reflective practitioners who are prepared for life in the classroom.</p> | <p>Yes</p> |

| | | |
|--|---|-----|
| | <p><i>“We take the view that our students are always learning and always becoming teachers and that every interaction and every insight is another moment of learning.”</i></p> <p><i>“the programme offers many opportunities for students to reflect on and grow into their role as a teacher.”</i></p> | |
| 1.1.6 Integration and Diversity of Programme Content | <p>The submission established that foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice and that the programme design follows a spiral learning approach.</p> <p><i>“In the foundational and professional studies modules, the students strengthen their understanding of the psychological, sociological, philosophical, and historical aspects of education throughout their studies.”</i></p> <p><i>“Within the programme, not only can learning be applied laterally to enhance teaching, but it is also scaffolded from semester to semester”.</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 and opportunities for individual and collective reflection.</p> <p><i>“Pedagogical approaches such as the use of case studies, problem-based learning, portfolios, larger projects, and reflective activities are used to enable critical reflection and to promote knowledge integration.”</i></p> <p>Co-teaching, collaborative planning and peer reviews <i>“promote students development as participants in professional learning communities”</i></p> | Yes |
| Aptitude Test | DCU completed an ‘Aptitude Test’ declaration form, confirming that the programme design allows for the provision of ‘aptitude tests’ for teachers who have qualified outside of the State. | Yes |
| <u>1.1.7 Required Areas of Study</u> | <p>The review process determined that the Foundation Studies, Professional Studies & 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</p> | Yes |

| | | |
|--|---|--|
| | <p>and includes curriculum studies, the history and policy of education, philosophy of education, psychology of education and sociology of education.</p> <p><i>“The foundation studies are offered as discrete modules so as to highlight the particularities of the disciplinary lens being brought to bear on such issues as the historical and socio-cultural contexts within which teachers teach (PR109, ES477), how learners learn (HD230), the values and ethics of teaching (ES341), the professional identity and agency of the teacher (ES341), the purposes of education (ES341), and the politics and practice of curriculum design (ES476).”</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>“students are enabled to think critically about the Irish education system as they analyse the factors influencing curriculum developments, the key role of stakeholders, the structural and legislative framework of Irish education, and critically examine current and future trends in education.”</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>“Students engage with a range of concepts and methods exploring learning theories, classroom management, behaviour management, inclusive task design, effective questioning and classroom discourse.”</i></p> <p>The programme ensures that opportunities are provided for students to experiment with and explore new and emerging technologies for teaching and learning and that their communicative skills are advanced.</p> <p>In the module ES330 students are required to <i>“design an inclusive teaching episode that effectively incorporates digital technologies”</i> which they will present to their class as part of the assessment for this module.</p> <p><i>“students will have the opportunity to work collaboratively, critically evaluate peers’ work, develop their communication skills and reflect on their own learning.”</i></p> <p>Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive</p> | |
|--|---|--|

| | | |
|--|---|--|
| | <p>expertise, engaging in a “<i>systematic reflection on their practice</i>” in a research project in Year 4.</p> <p><u>School Placement</u></p> <p>The school placement handbooks were commendably detailed and clear. A significant strength of school placement on all DCU IOE programmes is the focus on the school-university partnership. The support for treoraithe is admirable with the “Partnership for Learning” programme for DCU partner schools providing an excellent exemplar of the “opportunities for fruitful collaborations across the education continuum” referenced in the Pro Forma.</p> <p>DCU demonstrated how the school placement model on the programme provide opportunities for student teachers to experience a high support/high challenge model of placement:</p> <p><i>“The design of professional placement within the BSc in Physical Education with Biology/Maths is structured incrementally to ensure students are provided with the necessary support and appropriately challenged relative to their learning needs.”</i></p> <p>Students are given the opportunity to observe experience teachers and to plan for and undertake class teaching, learning and assessment...in a diversity of class settings and subject levels.</p> <p>Microteaching sessions in Year 1 and Year 2 “<i>afford rich opportunities to practice inclusive teaching, learning, classroom management and assessment in a supported clinical setting on campus.</i>” Block placements in year 3 and Year 4, provide opportunities for students to engage in direct teaching in the subject disciplines and observe experienced teachers and the broader school environment.</p> <p><i>“The addition of structured observation of experienced teachers in diverse class settings/subject levels; and engaging in team teaching [5] with Treoraithe allows STs and Treoraithe to reflect on, and collaboratively critique practice.”</i></p> <p>The student teacher will be encouraged to reflect critically on their practice and programme of study through their Taisce, reflecting on feedback and identifying areas for further professional learning for Droichead.</p> <p><i>“In order to scaffold and capture student teachers’ development and document their learning, a placement</i></p> | |
|--|---|--|

| | | |
|--|---|--|
| | <p><i>professional portfolio, Taisce, is maintained throughout the duration of the programme”</i></p> <p><i>“Students will also be encouraged to draw on evidence from their Taisce to identify areas of their practice that require further support or guidance including future professional learning for Droichead”.</i></p> <p><u>Core elements of programmes of ITE</u></p> <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>“inclusivity is taken into account in the subject studies. For example, the PE module Inclusion and Adaptation in PE (SS321) specifically focuses on inclusion in PE and prepares students to consider learning and teaching PE for various types of learners (e.g, students with additional needs such as those with intellectual and physical disabilities).”</i></p> <p><i>“The concept of Universal design for learning is explored in various modules not explicitly linked with inclusion.”</i></p> <p>2. Global Citizenship Education</p> <p>DCU evidenced how global citizenship education and education for sustainable development is integrated into the programme.</p> <p><i>“sustainable development is a component in the Outdoor and Adventure Activities module (SS2XX) and social justice is explored as an integrated component in several modules (SS123; SS323) as well in a module specifically devoted to it - Access, Equality, and Disadvantage in Education (ES477).”</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>“Students work to understand how to work in partnership with parents/guardians to support pupils' education and examine the concerns and expectations of parents in relation to education and schooling.”</i></p> | |
|--|---|--|

| | | |
|--|--|--|
| | <p><i>“Professional placements in schools (PR311, PR410) open up the possibility for collaboration with other professionals such as special education teachers, special class teachers and special needs assistants and students now come to view the school as a learning community”.</i></p> <p>4. Professional identity and agency</p> <p>The application demonstrated how the programme supports the development of the teacher as a self-reflective autonomous professional and a life-long learner.</p> <p><i>“professional placement provides a prime example of an occasion when students engage in professional learning communities and learn to “think... to know...and to feel like a teacher” (Feiman-Nemser, 2008)”</i></p> <p><i>“As students’ recognition of themselves as teachers and their confidence grows, they become empowered to act as autonomous professionals, taking initiatives, actively seeking advice when necessary and pursuing professional development opportunities for themselves.”</i></p> <p>5. Creativity and Reflective practice</p> <p>DCU have demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators, and researchers:</p> <p><i>“Students are given multiple opportunities to reflect on their own learning, their teaching practice and the learning of their pupils.”</i></p> <p><i>“the focus on creativity is most explicit in the PE modules focusing on aesthetic activities in which students are encouraged to self-express, create their own performances, and contemplate the relationship between mastery and creativity.”</i></p> <p>6. Literacy and Numeracy</p> <p>The programme design shows a commitment to enhance students’ own literacy and numeracy while also ensuring that they learn techniques to develop their future pupils’ literacy and numeracy skills in their future teaching careers.</p> <p>The submission asserts that <i>“the concept of numeracy permeates the programme”.</i></p> | |
|--|--|--|

| | | |
|---|---|-----|
| | <p>Various modules <i>“have an explicit focus on enabling student teachers to select and design approaches, activities and tasks for teaching and assessing numeracy”</i></p> <p><i>Student teachers on the programme are afforded opportunities to enhance their own oral and written communication and comprehension through various activities they complete”</i></p> <p>7. Digital Skills</p> <p>DCU demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.</p> <p>In the module “SG415: Teaching in Online & Blended Learning Environments”, <i>“students not only explore and critically evaluate a wide range of digital tools and technologies for effective teaching and learning, but also reflect on pedagogical, social and technical issues surrounding online and blended learning and its implications for professional relationships.”</i></p> | |
| Post-primary: Curricular subject criteria registration 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 subject of Physical Education and one other subject (Biology or Maths).</p> <p>Each subject meets the minimum subject specific requirements for registration from January 2023 and meet the minimum requirement of 60 ECTS each.</p> | Yes |
| | <p>The review process determined that the subject discipline components include subject specific curricular studies and pedagogies (methodologies).</p> <p><i>“Our pedagogical approaches are all evidence based and research-informed, and we recognise the value of different instructional approaches in achieving different educational objectives (e.g., game-based instruction, nonlinear pedagogy, direct instruction and different inquiry methods).”</i></p> <p><i>“Thus, our modules heavily emphasise PCK, understanding of the needs of different learners, and efficient instructional and teaching methods that can vary considerably across topics.”</i></p> | Yes |
| 1.1.8 Learning and Assessment Strategies | <p>DCU demonstrated how the principles, beliefs, and values about teaching, learning and assessment which are set out in the conceptual framework are evident in the teaching, learning and assessment modes used in the programme. It</p> | Yes |

| | | |
|--|--|--|
| | <p>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>“Our aim is that all learning and assessment strategies are focused on having a positive impact on student learning and development.”</i></p> <p><i>“Assessment approaches are revisited in ES330; ICT, Teaching Strategies and Professional Preparation, where students are enabled to critically evaluate different approaches, thus developing their competencies in suitably selecting approaches to meet the needs of all their pupils.”</i></p> | |
|--|--|--|

Programme Resourcing

| | Comment | Standard addressed? |
|----------------|--|-----------------------------|
| 1.2.2 Staffing | <p>The submission showed that the programme is not currently meeting the standard of at least 50% of all School Placement Tutors to be registered, with only 42% of their existing placement tutors registered with the Teaching Council. DCU demonstrated however that they have implemented a number of actions to address this, including drawing from tutors on other ITE programmes, ensuring all new internal staff will be required to apply for registration and the appointment of six teacher fellows for a two-year period in September 2021 and 8 teacher fellows in 2023.</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> <p>The submission also demonstrated how the student: staff ratio of 15:1 is achieved, with the programme demonstrating a current ratio average of 14.77.</p> <p>DCU evidenced the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including that relating to teaching</p> | Yes, subject to requirement |

| | | |
|--|--|-----|
| | enhancement, learning and development, mentoring, buddying, and coaching, educational fee supports, study leave, research support and sabbatical leave. | |
| 1.2.3 Facilities | DCU demonstrated that appropriate facilities are available to support research and teaching and learning, providing the following: libraries, language laboratories, digital technology resources, sports facilities, silent and group research spaces, science laboratories and microteaching studios. | Yes |
| 1.2.4 Student Support and Guidance Systems | <p>The review process determined that the submission demonstrated that provisions are in place for the personal and social development and pastoral care of student teachers.</p> <p>DCU have a wide range of student supports and services including academic, personal, and financial supports.</p> <p>It was evident that students receive general support through university services as well as targeted support more specific to the development of a teacher and challenges a classroom setting can provide.</p> <p><i>“all student teachers on the BSc in Physical Education and Biology/Maths have access to the extensive suite of personal and social development and pastoral care supports available across all DCU campuses.”</i></p> <p>DCU 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 DCU.</p> <p><i>“Dublin City University has in place an internal transfer process with a number of options for students”</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 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>“17 academic staff from the DCU Institute of Education are represented on Academic Council”.</i></p> | Yes |
| 1.2.6 Financial Resources | DCU demonstrated that the programme is adequately resourced to ensure that programme aims are met through student fee income and state grants. | Yes |

School Placement

| | Comment | Standard addressed? |
|--|--|---------------------|
| 1.3.1 A Shared Vision for School Placement | <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>“Professional placement is structured and orientated within a spirit of systematic partnership with schools, with a developmental and spiral approach to student preparation, and the provision of further mentoring support made available to students as required”</i></p> | Yes |
| 1.3.2 Duration | <p>The review process determined that the duration of the school placement is in compliance with the Teaching Council’s requirements and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard.</p> <p><i>“The school-based element includes direct teaching experience of over 240 hours, well over the mandatory requirements.”</i></p> <p><i>“The first and second year modules provide opportunities for students to explore the connections between the various sites of practice and make links between their micro-teaching sessions and preparations for school-based placement.”</i></p> | Yes |
| 1.3.3 Elements of School Placement | <p>The submission demonstrated that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the Guidelines on School Placement and regarding the stage the student teacher is at on the programme.</p> <p><i>“The design of the BSc in Physical Education with Biology/Maths programme allows for a spiral approach to preparation for school placement in which students are provided with scaffolded support and mentorship in the process of becoming adaptive, inclusive, innovative, collaborative and creative teaching professionals”</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>“Guidance is provided to schools in terms of supporting student teachers on school placement in a comprehensive</i></p> | Yes |

| | | |
|---------------------------------------|--|-----|
| | <i>schools handbook (see Appendix 5) and through regular communication between the DCU school placement team and the school”</i> | |
| 1.3.5 Securing of Placement | The review process determined that DCU assumes overall responsibility for the placement of student teachers. | Yes |
| 1.3.6 Diversity of Placement Settings | <p>The submission demonstrated that the programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts.</p> <p><i>“School-based placements take-place in at least two different school contexts across the latter years of the programme and students are afforded opportunities to teach pupils at different levels and with differing learning needs across the subject domains of Physical Education and Biology/Maths.”</i></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><i>“Students engage in and reflect on a Professional Conversation with a Treorai/school leadership/special education staff about what it means to teach in ways that are inclusive of all learners. Guiding questions are provided.”</i></p> <p><i>“Students prepare a mind-map representing how communication with parents/carers is fostered and sustained by the school community”.</i></p> | Yes |
| 1.3.8 Research in School Placement | <p>DCU demonstrated that the student teacher engages in research on their own practice that demonstrates the connection between the sites of practice during at least one school placement module.</p> <p>Students are required to undertake a Research Project in Year 4.</p> <p>As an Institute of Education, faculty provided exemplars of programme elements which are research informed and research driven. School partners explained how student research carried out during placement and shared during school sharing events had been used for school improvement. The impact of the learning from the research</p> | Yes |

| | | |
|---|--|-----|
| | and the 'sharing out events' on decision-making processes for the HEI were also noted. | |
| 1.3.9 School Placement: Evaluation and Assessment | <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>"An early reporting system is in place to identify students at risk and/or likely to fail school-based placement modules."</i></p> <p><i>"additional school-based support visits and one to one online mentorship sessions are provided according to the specific needs of students identified as at-risk."</i></p> | 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 and in The Teaching Council Registration Curricular Subject Requirements (Post-Primary)

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: Mr Ciarán Flynn

Ciarán Flynn, Educational Consultant, retired from his eight-year tenure as General Secretary of the Association of Community and Comprehensive Schools (ACCS), where he advised and supported the Boards of Management and Principals of the 96 post-primary schools in the Association. He acted as a Management nominee on the Teaching Council for a three-year term, chairing the Audit and Risk Committee. He chaired the joint research project of the Teaching Council and the Department of Education and Skills on “Teacher Supply” and also chaired the Placement System Working Group.

He was Principal of Navan Community College and the founding Principal in 1994 of Ashbourne Community School. In his 30 year teaching career he worked in a number of Dublin and Meath schools as a Science and Career Guidance teacher, then as a Deputy Principal and completed his Masters in Education Management in the University of Ulster in 1994. He worked for an eight-year period as a Part-Time Lecturer in DCU on the M.Sc. in Educational Training and Management programme in areas such as Action Research and Leadership and supervising Masters students.

He was a member of the national Leadership Development for Schools Team for a three-year period working with newly appointed Principal and Deputy Principal teachers countrywide on behalf of the Department of Education and Skills. As an Educational Consultant he has worked for and with individual schools, regional and national educational bodies in carrying out investigations, supporting and promoting professional development. He also carries out work for the Department of Education and Science in a number of areas and for the State Examinations Commission as a member of the Audit and Risk committee. He is the Chairperson of the boards of management of two schools in the Leinster area and recently retired from Chairpersonship of the Le Chéile Schools Trust.

Panel Member: Dr Sarah Anderson

Sarah K. Anderson is a Senior Lecturer in Education at the University of Glasgow in Scotland. Sarah has a PhD in Teacher Education with a cognate in Educational Leadership from the University of North Dakota, USA in addition to a master’s degree in special education and an undergraduate degree in teaching secondary level social sciences. Sarah is also a Fulbright Scholar to Norway (2011-2012) and continues to work with Fulbright as faculty advisor for the

Distinguished Teacher award. From 2012-2020 Sarah worked at Mayville State University in the role of Associate Professor and Accreditation Coordinator. Sarah is also a reviewer of teacher education programmes internationally with the Council for the Accreditation of Educator Preparation (CAEP). As a teacher educator, she has instructed graduate and undergraduate pedagogical courses at the secondary level, taught courses in special education, advised capstone portfolios and dissertations, and supervised clinical experiences. Her research interests include teacher appraisal, continuous improvement efforts, progress monitoring, educational policy, and effective instructional strategies. Sarah is the leader of the Research and Teaching Group (RTG) for Pedagogies, Praxis & Faith with strategic oversight for initial teacher education within the scope of the General Teaching Council Scotland (GTCS).

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

Physical Education

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

1.
 - (a) Applicants must hold a degree-level qualification, with Physical Education 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 Physical Education.
 - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Physical Education comprising at least 60 ECTS credits (or equivalent).
2. The study of Physical Education during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Physical Education syllabus/specification to the highest level in post- primary education (see www.curriculumonline.ie).

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

- (a)
 - i. Adventure activities
 - ii. Aesthetic and expressive activities
 - iii. Athletic activities
 - iv. Competitive activities
 - v. Fitness and health activities
 - vi. Technological knowledge of sport and physical activity
 - vii. Curriculum models for sport and physical activity
 - viii. Water based activities

To meet this requirement the degree must also include the study of one area from (b) and one area from(c):

- (b)
 - i. Motor Learning and Development
 - ii. Nutrition and physiology for healthy living and performance
 - iii. Sport and Exercise Psychology
 - iv. Physical Activity and Inclusion
- (c)
 - i. Policy and Provision in physical activity and Sport
 - ii. Sociological Perspectives of Physical Activity and Sport

- iii. Well-being and Health Promotion
- iv. Theory and application of physical activity programming for health, fitness, and performance

Biology

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

1.
 - a) Applicants must hold a degree-level qualification, with Biology 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 Biology.
 - c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Biology comprising at least 60 ECTS credits (or equivalent).
2. The study of Biology during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Biology syllabus/specification to the highest level in post- primary education (see www.curriculumonline.ie).

To meet this requirement the degree must include the study of at **least four** of the following areas:

Essential areas of study

- (a) Botany
- (b) Plant Anatomy/Physiology
- (c) Ecology
- (d) Microbiology
- (e) Zoology
- (f) Mammalian Anatomy/ Physiology
- (g) Biochemistry
- (h) Genetics

3. Laboratory/practical work must be completed in the course of the degree.

Mathematics

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

1. (a) Applicants must hold a degree-level qualification, with Mathematics 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 Mathematics.

(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Mathematics comprising at least 60 ECTS credits (or equivalent).
2. The study of Mathematics during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Mathematics syllabus/specification to the highest level in post- primary education (see www.curriculumonline.ie).

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

Essential areas of study

- a) Analysis (must include a module or modules in multi variable calculus)
- b) Algebra (must include a module or modules in linear Algebra)
- c) Geometry (must include a module or modules in Euclidean and Non-Euclidean Geometry)
- d) Probability
- e) Statistics (must include a module or modules in Statistical Inference)

The remaining credits (or equivalent) may be in any of the above essential areas, or be drawn from the following optional areas:

Optional areas of study

- f) Dynamical Systems and Chaos
- g) Calculus of Variations
- h) Numerical Analysis or Computational Mathematics
- i) Mathematical Modelling
- j) Discrete Mathematics

k) History or Philosophy of Mathematics

l) Mathematical Logic

m) Set Theory and Cardinality