

Ábhar:

OIDEACHAS TOSAIGH MÚINTEOIRÍ: FAOMHADH CLÁR

Uimhir Chiorcláin:
2010/03

Dáta eisiúna:
12 Aibreán 2010

Spricoclucht Léitheoireachta:

- Soláthraithe in Oideachas Tosaigh Múinteoirí;
- Boird Oideachais agus Leabharlann;
- Foireann Feidhmithe an Údaráis um Oideachas agus Scileanna;
- Comhairle na Scoileanna Caitliceacha faoi Chothabháil;
- Príomhoidí agus Boird Ghobharnóirí i ngach scoil dheontaschúnta;
- Comhairle Ghinearálta Teagaisc Thuaisceart Éireann;
- Comhairle na Gaelscolaíochta;
- Comhairle Thuaisceart Éireann um Oideachas Comhtháite;
- Cumann na bhForas Rialaithe; agus
- Ceardchumann Mhúinteoirí.

Achoimre ar Ábhar:

Cur síos ar na socrúithe i dtaobh fhaomhadh na gclár in oideachas tosaigh múinteoirí i dTuaisceart Éireann.

Fiosrúcháin:

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Stádas Ábhair:
Eolas/Comhairle do sholáthraithe in oideachas tosaigh múinteoirí agus d'fhostóirí

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Ciorclán na RO 1989/40

Dáta Éaga:
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INITIAL TEACHER EDUCATION: APPROVAL OF PROGRAMMES

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Target Audience:

- Initial Teacher Education Providers;
- Education and Library Boards;
- Education and Skills Authority Implementation Team;
- Council for Catholic Maintained Schools;
- Principals and Boards of Governors of all grant-aided schools;
- General Teaching Council for Northern Ireland;
- Comhairle na Gaelscolaíochta;
- Northern Ireland Council for Integrated Education;
- Governing Bodies Association; and
- Teachers' Unions.

Summary of Contents:

Description of arrangements for approval of initial teacher education programmes in Northern Ireland.

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DE Circular 2007/22

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OIDEACHAS TOSAIGH MÚINTEOIRÍ: FAOMHADH CLÁR

Intreoir

1.1 Glacann an Ciorclán seo ionad Chiorclán 1989/40 de chuid na RO agus is cur síos é ar na socruithe i dtaobh fhaomhadh na gclár san oideachas tosaigh múinteoirí (OTM) i dTuaisceart Éireann. Leagann sé amach agus míníonn sé na riachtanais atá mar bhonn agus mar thaca ag an chigireacht agus ag an chreidiúnú, a bhfuil an dá cheann acu riachtanach i bhfaomhadh chlár an OTM. Soláthraíonn iarscríbhinn an Chiorcláin seo na riachtanais maidir le clár an OTM a chaithfidh soláthraithe a chomhlíonadh.

2.0 Faomhadh

2.1 Is í an Roinn Oideachais a fhaomhann na clár agus braitheann sé sin ar fhianaise riachtanais, ar chreidiúnú Chomhairle Ghinearálta Teagaisc Thuaisceart Éireann (CGTTÉ) agus ar fhianaise chigireachta ón Chigireacht Oideachais agus Oiliúna (COO). Ceadaíonn faomhadh do sholáthraithe an OTM clár a thairiscint, a gceadaíonn gnóthú iontu d'aonaráin clárú a lorg le CGTTÉ agus ar an dóigh sin bheith ábalta teagasc i scoileanna deontaschúnta i dTuaisceart Éireann.

3.0 Creidiúnú

3.1 Baineann creidiúnú le hoiriúnacht chlár an OTM, mar ullmhúchán gairmiúil a ligeann do mhic léinn a n-éiríonn leo na clár a chur i gcrích, clárú le CGTTÉ. Creidiúnaíonn CGTTÉ clár an OTM atá faoi bhonn agus faoi eagar ag na Riachtanais atá leagtha amach sa Chiorclán seo. Tá creidiúnú scartha ón bhailíochtú acadúil, nach bpléitear leis sa Chiorclán seo.

INITIAL TEACHER EDUCATION: APPROVAL OF PROGRAMMES

1.0 Introduction

1.1 This Circular replaces DE Circular 1989/40 and is a description of arrangements for approval of initial teacher education (ITE) programmes in Northern Ireland. It sets out and explains the requirements that underpin inspection and accreditation, both of which are necessary for approval of ITE programmes. The Annex to this Circular provides the *Requirements* for ITE programmes that providers must meet.

2.0 Approval

2.1 Approval of programmes is made by the Department of Education (DE) and is dependent upon evidence of need, accreditation by the General Teaching Council for Northern Ireland (GTCNI) and evidence from inspection by the Education and Training Inspectorate (ETI). Approval permits ITE providers to offer programmes, the successful completion of which entitle individuals to seek registration with the GTCNI and thus be able to teach in grant-aided schools in Northern Ireland.

3.0 Accreditation

3.1 Accreditation is concerned with the suitability of ITE programmes as a professional preparation which enables students successfully completing such programmes to register with the GTCNI. GTCNI accredits ITE programmes underpinned by the Requirements set out in this Circular. Accreditation is separate from academic validation, which is not dealt with in this Circular.

4.0 Féinmheastóireacht

4.1 Próiseas inmheánach í an fhéinmheastóireacht, a úsáideann próisis na monatóireachta agus na meastóireachta ar a n-áirítear creatlach de tháscairí cáilíochta a n-aontaíonn soláthraithe an OTM agus an COO orthu. Is í an fheidhm atá leis an fhéinmheastóireacht na feabhsúcháin riachtanacha ar fócas iad i bpleananna feabhais a shainaithint, agus torthaí intomhaiste leo.

5.0 Cigireacht

5.1 An COO a dhéanann cigireacht ar chlár an OTM agus déanann siad meastóireacht ar sholáthar an OTM. Déanann an chigireacht fosta iniúchadh agus dearbhú cáilíochta ar an fhéinmheastóireacht a dhéanann soláthraithe an OTM, trí úsáid na dtáscairí cáilíochta ar aontaíodh orthu.

6.0 Na Riachtanais

6.1 Is iad an RO, COO agus CGTTÉ a d'aontaigh ar na Riachtanais OTM atá leagtha amach sa Chiorclán seo. Leagann siad amach na riachtanais a gcaithfidh clár an OTM cloí leo le go ndéanfaí cigireacht orthu, go mbronnfaí creidiúnú orthu agus dá réir sin go ndéanfaí iad a fhaomhadh.

6.2 Coinneoidh an RO, an COO agus CGTTÉ na Riachtanais faoi athbhreithniú trí idirchaidreamh le soláthraithe an OTM.

ROSE M MORROW (MRS)
Ceann ar an Bhrainse um Oideachas
Múinteoirí

4.0 Self-evaluation

4.1 Self-evaluation is an internal process, making use of monitoring and evaluation processes which include the use of the framework of quality indicators agreed jointly by the ETI and the ITE providers. The purpose of self-evaluation is to identify the necessary improvements that are the focus of improvement plans, with measureable outcomes.

5.0 Inspection

5.1 Inspection of ITE programmes is carried out by the ETI who make an evaluation of ITE provision. Inspection also audits and quality-assures the self-evaluation carried out by ITE providers, using the agreed quality indicators.

6.0 The Requirements

6.1 The ITE Requirements set out in this Circular have been agreed by DE, the ETI and the GTCNI. They set out the requirements with which ITE programmes must comply in order to be inspected, accredited and subsequently approved.

6.2 The Requirements will be kept under review by DE, the ETI and the GTCNI in liaison with the ITE providers.

ROSE M MORROW (MRS)
Head of Teacher Education Branch

**NA RIACHTANAIS A CHUIREANN
TACA FAOI FHAOMHADH,
CHREIDIÚNÚ AGUS CHIGIREACHT
CHLÁIR AN OTM**

R1 Riachtanais Iontrála

Ba cheart a thabhairt do d'aire gur íosriachtanais iontrála iad seo ar chlár Onóracha do Bhaitsiléir san Oideachas (BEd (Hons)) agus Theastas larchéime san Oideachas agus gur féidir leis an soláthraí OTM cáilíochtaí is airde ná iad seo a iarraidh.

Riachtanais GCSE

R1.1 Ní mór do gach iontrálaí caighdeán atá coibhéiseach le Grád C nó níos airde i scrúdú GCSE an Bhéarla nó theanga an Bhéarla agus na matamaitice bheith gnóthaithe acu, agus sa bhreis air sin, ní mór do gach iontrálaí ar an oideachas bunmhúinteoireachta caighdeán atá coibhéiseach le Grád C nó níos airde i scrúdú GCSE in ábhar nó in ábhair eolaíochta bheith gnóthaithe acu (Imlitir RO 2007/22 an tagairt).

Caithfidh iontrálaithe a bhfuil cáilíochtaí acu ar glacadh leo bheith coibhéiseach le Grád C GCSE nó níos airde bheith ábalta:

- cumarsáid shoiléir, chuí, chruinn a dhéanamh i scríobh agus i labhairt sa Bhéarla agus san áit ar cuí, sa Ghaeilge; agus
- ní amháin cumas ach leithne agus solúbthacht ina smaointeoireacht mhatamaiticiúil a léiriú.

**THE REQUIREMENTS THAT
UNDERPIN THE APPROVAL,
ACCREDITATION AND INSPECTION
OF ITE PROGRAMMES**

R1 Entry Requirements

It should be noted that these are minimum entry requirements for admission to Bachelor of Education Honours (BEd (Hons)) and Postgraduate Certificate of Education (PGCE) programmes and that the ITE provider may seek qualifications over and above these.

GCSE Requirements

R1.1 All entrants must have achieved a standard equivalent to a Grade C or higher in the GCSE examination in English or English language and mathematics, and all entrants who enter primary teacher education additionally must have achieved a standard equivalent to a Grade C or higher in the GCSE examination in a science subject or subjects (DE Circular 2007/22 refers).

Entrants with qualifications accepted as equivalent to GCSE Grade C or higher must be able to:

- communicate clearly, appropriately and accurately in spoken and written English and, where relevant, Irish; and
- demonstrate not only competence but breadth and flexibility in their mathematical thinking.

Riachtanais Chéime

R1.2 I gcás chláir iarchéime san OTM, caithfidh gach iontrálaí an chéad chéim ó institiúid ardoideachais de chuid na Ríochta Aontaithe (nó Phoblacht na hÉireann) nó cáilíocht choibhéiseach a bheith acu. (Ní mór d'iarratasóirí a bhfuil Bonnchéim acu cur leis an cháilíocht seo le 120 pointe ó Charnadh agus Aistriú Creidiúna (CAT) ag Ardoideachas Leibhéal 6)

R1.3 Sa chás iontrála thuas ar chlár BOid (Onór.), **agus faoi réir R1.1 thuas agus R1.4 thíos**, caithfidh gach iontrálaí na gnáthriachtanais acadúla i gcomhair cead isteach ar staidéar sa chéad chéim a chomhlíonadh, ar a n-áirítear pasanna in dhá ábhar ag ardleibhéal an GCE (nó a choibhéis) i dteannta pasanna ag Grád C nó níos airde in dhá ábhar eile ag leibhéal GCSE (nó a choibhéis) (*nó trí ábhar eile má bhaineann an t-iarratas le cead isteach ar chlár bunscolaíochta an BOid (Onór.)*).

R1.4 Faoi réir R1.1 thuas, tá cead ag soláthraithe an OTM iarratasóirí a cheadú ar chlár an BOid (Onór.) nach bhfuil na gnáthcháilíochtaí iontrála acu, a fhad is go bhfuil siad sásta le hacmhainn intleachta an iarratasóra leis an chlár a chur i gcrích go rathúil agus go dtig leis an soláthraí a léiriú gur lig siad isteach an t-iarratasóir gan thabhairt suas ar chaighdeán acadúla agus ar fhorbairt cumais ghairmiúil. Ba cheart do sholáthraithe nósanna imeachta a dhoiciméadú maidir le ceadú iarratasóirí nach bhfuil na gnáthcháilíochtaí iontrála acu.

Degree Requirements

R1.2 In the case of postgraduate programmes of ITE, all entrants must hold a *first* degree of a United Kingdom (or Republic of Ireland) higher education institution or equivalent qualification. (Applicants with a Foundation Degree will need to supplement this qualification with at least 120 Credit Accumulation & Transfer (CAT) points at Higher Education Level 6).

R1.3 In the case of entry to a BEd (Hons) programme, **and subject to R1.1 above and R1.4 below**, all entrants must fulfil the normal academic requirements for admission to first degree studies, including passes in two subjects at GCE Advanced level (or equivalent) together with passes at Grade C or higher in three other subjects at GCSE level (or equivalent) *OR* passes in three subjects at GCE Advanced level (or equivalent) together with passes at Grade C or higher in two other subjects at GCSE level (or equivalent) (*or three other subjects if the application is for admission to the BEd (Hons) primary programme*).

R1.4 Subject to R1.1 above, ITE providers may admit to the BEd (Hons) programme applicants who lack conventional entry qualifications, provided they are satisfied as to the intellectual capacity of the applicant to complete the programme successfully and the provider can demonstrate that they have admitted the applicant without compromising academic standards and the development of professional competence. Providers should document procedures for admitting applicants who lack conventional entry qualifications.

Agallaimh

R1.5 Mar chuid den phróiseas roghnúcháin, caithfidh na hiontrálaithe uile dul faoi agallamh a dearadh lena n-oiriúnacht maidir le teagasc agus leis an mhianach atá iontu na cumais ghairmiúla riachtanacha a bhaint amach, a mheas.

Oiriúnacht

R1.6 Maidir leis na hiontrálaithe uile

- níl aon chúlra coiriúlachta acu a choscfadh orthu oibriú le páistí nó le daoine óga;
- tá noctadh breisithe de chuid AccessNI faighte acu (nó le himeacht aimsire, tá siad cláraithe leis an Údarás um Chosaint Neamhspleách);
- rinneadh seiceáil ar bith eile a chonacthas a bheith cuí ar a gcúlra;
- níl siad dícháilithe faoi láthair ó bheith ag teagasc nó ó bheith ag obair le páistí;
- tá an acmhainn coirp agus an aclaíocht mheabhrach acu le bheith ag teagasc (agus aird ar leith ar Airteagal 5 den Ord um Idirdealú ar bhonn Míchumais (Tuaisceart Éireann) 2006);
- bheith in ann inniúlachtaí riachtanacha GTCNI a ghnóthú agus a fhorbairt; agus
- na cáilíochtaí cuí agus cumais chuí a bheith acu le go bhforbróidh siad mar mhúinteoirí gairmiúla agus le croíluachanna na gairme a eiseamláiriú.

Agus oiriúnacht á meas, ag comhlíonadh Rannán 75 d'Acht Thuaisceart Éireann 1998, beidh aird ag soláthraithe an OTM ar an riachtanas le cothroime deise a chur chun cinn:

- *idir daoine a bhfuil difríocht*

Interviews

R1.5 As part of the selection procedures, all entrants must have taken part in an interview designed to assess their suitability to teach and their potential to meet the required professional competences.

Suitability

R1.6 All entrants:

- do not have a criminal background which might prevent them working with children or young people;
- have obtained an AccessNI enhanced disclosure (or, in due course, are registered with the Independent Safeguarding Authority);
- have been subject to any other background check deemed appropriate;
- are not currently disqualified from teaching or working with children;
- have the physical capacity and mental fitness to teach (having due regard to Article 5 of the Disability Discrimination (Northern Ireland) Order 2006);
- have the potential to acquire and develop the required GTCNI Competences; and
- have the appropriate qualities and aptitude to develop professionally as teachers and to exemplify the core values of the profession.

In assessing suitability, and in compliance with Section 75 of the Northern Ireland Act 1998, all ITE providers shall have due regard to the need to promote equality of opportunity:

- *between persons of different religious belief, political opinion,*

eadarthu maidir le creideamh reiligiúnach, barúil ó thaobh na poilitíochta de, grúpa ciniúil, haois, stádas pósta nó claonadh gnéasach;

- *idir fir agus mná go ginearálta;*
- *idir daoine a bhfuil míchumas orthu agus iad siúd nach bhfuil; agus*
- *idir daoine a bhfuil leanaí cleithiúnacha acu agus iad siúd nach bhfuil.*

R2 Riachtanais san Oideachas Múinteoirí

Ba cheart go bhforbródh soláthraithe lena bpáirtneirí (.i. scoileanna, RO, COO, CGTTÉ) treoir agus eiseamláiriú ar fheidhmiú na riachtanas.

Caithfidh gach soláthraí san OTM a chinntiú:

Dearadh Cláir

R2.1 Go ndeantar ábhar, struchtúr, modheolaíocht, measúnú agus réimse áiseanna oiriúnacha, a chumasóidh mic léinn leis na cumais mhúinteoireachta a bhaineann le tréimhse an OTM mar atá leagtha amach i bhfoilseachán sin CGTTÉ, An Mhúinteoireacht: An Ghairm Mhachnamhach¹, a fhorbairt.

Tosaíochtaí Straitéiseacha Oideachais

R2.2 Go n-ullmhaíonn na cláir mic léinn chun aghaidh a thabhairt ar na tosaíochtaí straitéiseacha san oideachas agus ar eochairstraitéisí oideachais, mar a chuir an RO in iúl iad agus mar a chuir sí síos orthu, go háirithe na cinn sin a bhaineann le litearthacht, le huimhearthacht agus le riachtanais speisialta oideachais agus le cuimsiú.

racial group, age, marital status or sexual orientation;

- *between men and women generally;*
- *between persons with disability and persons without; and*
- *between persons with dependants and persons without.*

R2 Teacher Education Requirements

Guidance on and exemplification of the implementation of the requirements should be developed by the providers with their partners (i.e. schools, DE, ETI, GTCNI).

All ITE providers must ensure that:

Programme Design

R2.1 The content, structure, methodology, assessment and the range of suitable resources are designed to enable students to develop the teacher competences appropriate to the ITE phase as set out in the GTCNI publication, Teaching: the Reflective Profession.²

Strategic Education Priorities

R2.2 The programmes prepare students to address the strategic priorities for education and key education strategies, as defined and communicated by DE, and, in particular, those relating to literacy, numeracy and special educational needs and inclusion.

¹ <http://www.gtcni.org.uk>

² <http://www.gtcni.org.uk>

Taithí Neasach agus Ábhartha

R2.3 Go mbíonn taithí ar theagasc i scoileanna ag baint lena bpas áirithe féin, lena n-ábhar nó le speisialtachtaí eile ag Oideachasóirí Múinteoirí i soláthraithe an OTM, agus go gcothaíonn siad agus go bhforbraíonn siad an taithí sin.

Cáilíocht in Oideachas Múinteoirí

R2.4 Go meastar cáilíocht an tsoláthair a bheith ar a laghad sásúil ag an COO.

Riachtanais Indibhidiúla

R2.5 Go ndearbhaíonn an soláthar agus an teagasc cothroime rochtana agus go n-éascaíonn sé comhlíonadh riachtanais indibhidiúla na mac léinn.

Ullmhúchán maidir le Foghlaim Ghairmiúil Leantach

R2.6 Go n-ullmhaítear gach mac léinn a dhóthain maidir le haistriú isteach san fhoghlaim ghairmiúil leantach, atá faoi bhonn agus faoi eagar ag tiomantas do phróiseas leantach feabhsúcháin agus forbartha ón phas tosaigh, tríd an ionduchtúchán go dtí pasanna sa luathfhorbairt agus san fhorbairt ghairmiúil leantach den fhoirmiú ghairmiúil.

Aoisraon

R2.7 Go n-ullmhaítear gach mac léinn le bheith ag teagasc trasna dhá eochairchéim leantacha ar a laghad, a chuimsíonn maidir leis an riachtanas seo, an bhonnhéim mar chuid d'eochairchéim 1 agus an t-aoisraon 16-19.

Mar atá scríofa sna cumais mhúinteoireachta, ba cheart go mbeadh

Recent and Relevant Experience

R2.3 Teacher Educators in the ITE providers have experience of teaching in schools relevant to their particular phase, subject or other specialisms, and that they maintain and develop that experience.

Teacher Education Quality

R2.4 Provision is of a quality which is judged by the ETI to be at least satisfactory.

Individual Needs

R2.5 The provision and the teaching ensure equality of access and enable the individual needs of the students to be met.

Preparation for Continuing Professional Learning

R2.6 All students are adequately prepared for their transition into continuing professional learning, underpinned by a commitment to a process of continuing improvement and development from the initial phase, through the induction to early and continuing professional development phases of professional formation.

Age Range

R2.7 All students are prepared to teach across at least two consecutive Key Stages which, for the purpose of this requirement, includes the foundation stage as part of KS1, and the 16-19 age range.

As stated in the teacher competences, students should know about the expectations, curriculum, strategies and

eolas ag na mic léinn ar na hionchais, ar an churaclam, ar na straitéisí agus ar na modhanna teagaisc sna pasanna go díreach roimh na cinn a n-ullmhaítear iad le teagasc iontu agus sna pasanna go díreach ina ndiaidh fosta.

Am ar scoil (agus taithí ar shuíomhanna eile oideachais)

R2.8 Bítear ag dréim go mbeidh mic léinn ag teagasc in dhá scoil ar a laghad³ agus go gcaithfidh siad de ghnáth na hachair ama seo a leanas i scoileanna⁴:

- 32 seachtain do gach clár fochéime ceithre bliana
- 24 seachtain do gach clár iarchéime san iar-bhunoideachas
- 18 seachtain do gach clár iarchéime sa bhunoideachas

R3 Bainistiú agus Dearbhú Cáilíochta

Caithfidh gach soláthraí san OTM a chinntiú:

Páirtnéireacht

R3.1 Go mbunaíonn siad socruithe páirtnéireachta, mar atá leagtha amach sa Lámhleabhar Páirtnéireachta d'Oideachas Múinteoirí⁷, maidir leis na rólí faoi seach atá ag soláthraithe OTM agus ag scoileanna i rith an OTM.

R3.2 Go n-oibríonn páirtnéirí san OTM agus scoileanna le chéile i gcomhthéacs R3.1 thuas, le tacú leis na socruithe don roghnúchán, don fhorbairt ghairmiúil agus don mheasúnú maidir le mic léinn,

teaching approaches in the phases immediately before and after the ones in which they are being prepared to teach.

Time in School (and experience of other educational settings)

R2.8 Students are expected to teach in at least two schools⁵ and normally spend the following amounts of time in schools⁶:

- 32 weeks for all four year undergraduate programmes
- 24 weeks for all post-primary postgraduate programmes
- 18 weeks for all primary postgraduate programmes

R3 Management and Quality Assurance

All ITE providers must ensure that:

Partnership

R3.1 They establish partnership arrangements, as set out in the Teacher Education Partnership Handbook⁸, in relation to the respective roles of the ITE providers and schools during ITE.

R3.2 In the context of R3.1 above, ITE partners and schools work together to support and keep under review the arrangements for the selection, professional development and

³ Ach amháin mic léinn ar chosán na hOllscoile Oscailte sa “mheasúnú amháin” a bhfuil taithí choibhéseach léirithe acu cheana.

⁴ D’fhéadfaí achar ama is lú a chaitheamh i suíomhanna eile oideachais ar mhaithe le cúrsaí feabhsúcháin.

⁵ Except students on the Open University “Assessment-only” route who have already demonstrated equivalent experience.

⁶ A minor amount of time may be spent in other educational settings for enhancement purposes.

⁷ http://www.deni.gov.uk/teacher_education_partnership_handbook_september_2009_edition_-3.pdf

⁸ http://www.deni.gov.uk/teacher_education_partnership_handbook_september_2009_edition_-3.pdf

taobh istigh de chomhthéacs Chumais CGTTÉ.

Comhlíonadh

R3.3 Go sásaíonn a soláthar riachtanais na RO mar atá siad leagtha amach sa chiorclán seo ar an OTM agus i ngach reachtaíocht ábhartha (mar shampla na cinn sin a bhaineann le comhionannas, cearta daonna, fostaíocht agus leithcheal.

Modhnóireacht

R3.4 Go mbíonn nósanna imeachta inmheánacha agus seachtracha modhnóireachta i bhfeidhm le hiontaofacht, cruinneas agus comhsheasmhacht an mheasúnaithe a chinntiú maidir le Cumais CGTTÉ.

Monatóireacht, Féinmheastóireacht agus Cigireacht

R3.5 Go ndéanann siad monatóireacht agus meastóireacht ar gach gné den soláthar thar am agus go léiríonn siad mar a chuireann féinmheastóireacht aisti féin agus féinmheastóireacht chomhordnaithe le cigireacht, le feabhsúcháin i gcáilíocht an tsoláthair.

assessment of students within the context of the GTCNI Competences.

Compliance

R3.3 Their provision complies with the DE's requirements as set out in this Circular for ITE and all relevant legislation (such as that relating to equality, human rights, employment and discrimination).

Moderation

R3.4 Rigorous internal and external moderation procedures are in place to assure the reliability, accuracy and consistency of assessment against the GTCNI Competences.

Monitoring, Self-evaluation and Inspection

R3.5 They monitor and evaluate all aspects of provision over time and demonstrate how self-evaluation itself and self-evaluation coordinated with inspection contributes to improvements in quality of provision.