

# **EARLY TEACHER EDUCATION**

## **WORKSHOP 1**

### **PAPER 1 [A]**

#### **WHERE WE ARE**

##### **THE STRENGTHS OF THE CURRENT ARRANGEMENTS**

1. The arrangements for Induction are generally effective in a majority of schools, especially for the beginning teachers who are in permanent employment or who are on one-year temporary contracts.
2. The positive attitudes held by most principals to supporting beginning teachers' professional development.
3. Most of the teacher-tutors provide organised and effective support for the beginning teachers. In addition, other experienced teachers often provide good support for the beginning teachers during Induction and EPD.
4. In the best practice, the beginning teachers benefit from well-focused classroom observations by the teacher-tutors and experienced colleagues. In addition to formal classroom observation, most beginning teachers benefit from informal support from their experienced colleagues.
5. A majority of schools take a suitably holistic approach to evaluating the beginning teachers' progress during Induction and EPD.
6. A majority of the beginning teachers demonstrate the necessary enthusiasm and commitment to their work and seek advice and support from the teacher-tutors and other designated staff.
7. Most of the beginning teachers make satisfactory progress as reflective teachers during Induction and EPD.
8. The good quality of the support provided for beginning teachers by the Curriculum, Advisory and Support Services [CASS] during Induction and EPD.
9. The CASS officers provide a wide range of good quality support materials and classroom resources, often prepared specifically for the beginning teachers.
10. The efforts made by the Teacher Education Partnership Group to promote clarity and consistency in the arrangements for Induction and EPD.

## **THE AREAS FOR IMPROVEMENT**

### **[A] The Integrated Partnership**

1. The operation of the arrangements for early teacher education does not reflect a fully working partnership. Currently, the partners focus almost exclusively on their particular areas of responsibility, the HEIs on ITE and CASS on Induction and EPD, rather than assisting each other and working jointly with the schools at each stage of early teacher education.
2. There is insufficient liaison between the HEIs and CASS during both ITE and Induction. As a result, there are overlaps between what is covered in ITE and Induction and a lack of continuity in approaches to pedagogy and the development of the competences. There are even fewer links during EPD.

### **[B] Continuity and Progression in Early Teacher Education**

1. The partners – HEIs, CASS and schools - do not have a consistent, agreed interpretation of what constitutes achievement in the teaching competences.
2. The Career Entry Profile is not functioning as a sufficiently effective link between ITE and Induction.
3. Schools make inconsistent use of Induction Portfolios and Summative Reports to ensure continuity and progression in the beginning teachers' development from Induction to EPD.
4. There is a lack of continuity in the recording of the beginning teachers' developing competence from ITE into Induction and EPD.

### **[C] The Experiences and Attitudes of Beginning Teachers**

1. Beginning Teachers who do not have stable employment during their Induction year, have a fragmentary experience of professional development and have difficulty developing and demonstrating their competence.
2. Beginning teachers experience a considerable variation in the amount of time they have available for professional development during Induction. While some receive reduced timetables to enable them to focus on their professional development [in line with the advice given in the Teacher Education Partnership Handbook] others have to teach full timetables with no remission.
3. For a variety of reasons, some beginning teachers in small primary schools have an uneven experience of professional development during Induction and EPD.

4. Many beginning teachers are uncommitted to the current EPD process: they see it as repetitive, bureaucratic, time consuming and unhelpful to their development as reflective teachers.

#### **[D] Quality Assurance**

1. There is insufficient quality assurance of both Induction and EPD.
2. The assessment of beginning teachers' competence during Induction and EPD is inconsistent.
3. Time limits for the completion of Induction are not adhered to consistently and some beginning teachers do not complete their Induction.
4. There are no robust statistics on the numbers of beginning teachers who successfully/unsuccessfully complete Induction and EPD.

#### **[E] Use of ICT**

1. There is little systematic use of ICT as a medium for the professional development of beginning teachers during both Induction and EPD.

#### **[F] AS A CONSEQUENCE OF THE ABOVE:**

1. Beginning teachers do not conceive of Early Teacher Education as a continuum.
2. They see it as a series of separate phases, even hurdles to jump, rather than a structured programme to help them develop as skilled, reflective teachers.
3. In addition, many are uncertain of what is required of them and of the roles and responsibilities of the respective partners.
4. These deficiencies need to be addressed if beginning teachers are to have the best possible start to their professional careers.

# **EARLY TEACHER EDUCATION**

## **WORKSHOP 1**

### **PAPER 1 [B]**

#### **WHERE WE WANT TO BE: THE DESTINATION**

##### **[A] UNDERPINNING PRINCIPLES**

1. What is best for individual teachers, to help them achieve their full potential as skilled, self-motivated, reflective professionals, should underpin and motivate all our considerations of policy, procedure and practice.
2. All facets of the teacher education service, throughout a teacher's career, should be consistent, progressive and seamlessly coherent at all stages. Each agency and each professional should be clear about her/his role, the roles of others and how they fit together.
3. The revised teaching competences, once developed fully, provide the basis for bringing continuity to teachers' career long professional development.
4. To optimise N. Ireland's valuable resource of high quality beginning teachers, we must ensure they receive early teacher education of the highest quality.
5. Beginning teachers should receive appropriate accreditation for their work during Induction and EPD.

##### **[B] EXPERIENCES OF STUDENT AND BEGINNING TEACHERS**

1. During each stage of early teacher education, student and beginning teachers see the value of and are committed to developing as reflective teachers.
2. A fully integrated, progressive programme ensures they have access to high quality support and guidance at each stage of early teacher education.
3. The beginning teachers receive organised and effective support from their schools; regular feedback on their teaching from their teacher-tutors and experienced colleagues is integral to this support.

4. Stable employment during their period of Induction enables the beginning teachers to develop and demonstrate their competence. The potential for a guaranteed Induction Year should be evaluated.
5. Beginning teachers have sufficient time to focus on their professional development during Induction.
6. Arrangements are in place, which ensure that beginning teachers in small primary schools have access to good quality support for their professional development.
7. During EPD, the beginning teachers have flexibility to select from the full breadth of their practice in order to demonstrate progress as reflective teachers.
8. EPD is linked to CPD and integrated into the PRSD process.
9. From the beginning of ITE, the student teacher maintains a Professional Development Portfolio that documents her/his progress as a reflective teacher. This Portfolio continues to be maintained as the student teacher enters the profession as a beginning teacher and continues throughout the teacher's career.
10. The Professional Development Portfolio is maintained online.
11. The accreditation of beginning teachers' work in Induction and EPD should be more clearly on a pathway towards Master's Level. This sets a high quality benchmark for beginning teachers in N. Ireland and gives high value to early teacher education. This target provides an incentive to beginning teachers to complete early teacher education.
12. The student and beginning teachers make full use of ICT for their professional development, engaging with their peers and fellow professionals in communities of learners.

### **[C] QUALITY SUPPORT**

1. During Initial Teacher Education [ITE], the HEIs have flexibility in setting the time-balance between school-based and HEI-based work.
2. The HEIs establish common guidelines for school placements that outline the entitlements and responsibilities of the student teachers, schools and HEIs during ITE.
3. The arrangements for early teacher education reflect a fully working partnership. The partners co-operate closely with each other in each of the stages of early teacher education thereby ensuring that beginning teachers experience continuity and progression in their early teacher education.

4. The partners share and promote a common understanding of best practice in learning and teaching, based on recent and relevant experience of high quality current practice.
5. The partners share a common understanding of what constitutes achievement and progression in the teaching competences at each stage of early teacher education.
6. The partners address systematically each beginning teacher's areas for improvement, identified and agreed at the end of ITE, as s/he moves into Induction and EPD.
7. The partners ensure that beginning teachers' EPD is linked explicitly to the CPD process.
8. Teacher Tutors have high status, have the necessary time and training to carry out their responsibilities and contribute significantly to the processes and procedures in ETE.
9. Experienced teachers who assist with Induction and EPD receive relevant training in supporting beginning teachers and evaluating their progress.
10. All the partners exploit fully ICT as a medium for the professional development of beginning teachers.
11. The partners have established means by which beginning teachers can receive appropriate accreditation for their work during Induction and EPD, with further links to CPD.

#### **[D] QUALITY ASSURANCE**

1. The Education and Training Inspectorate periodically inspects and reports on the quality and effectiveness of the arrangements for early teacher education.
2. The GTC[Ni] provides a clear regulatory framework for the achievement of Induction and EPD and records the beginning teachers' success/otherwise in both Induction and EPD.
3. The GTC[Ni], working in conjunction with the other partners, assures the quality of early teacher education.
4. The monitoring and assessment of beginning teachers' competence, during Induction and EPD, is consistent and ensures that a beginning teacher's achievement of Induction and EPD represent significant and highly regarded milestones in her/his development as a professional.
5. All stakeholders have access to robust statistics relating to key aspects of early teacher education.

## QUESTIONS FOR WORKING GROUPS

### EARLY TEACHER EDUCATION: WORKSHOP 1

- Q1:** Does the group accept the areas for improvement as identified in Paper 1 [A]? Are there any other areas for improvement that need to be considered?
- Q2:** Does the group accept the underpinning principles and characteristics of good practice outlined in Paper 1 [B] which define where we want to be? Are there any other principles/characteristics of good practice that need to be factored in?

# **EARLY TEACHER EDUCATION**

## **WORKSHOP 2**

### **PAPER 2**

#### **KEY THEMES IN THE EARLY TEACHER EDUCATION**

**In the light of the proposals in the Osler Report and the best practice outlined in Paper 1 [B] in Workshop 1, to what extent does the group agree with the following propositions:**

1. The GTC[NI], working in conjunction with the other partners, should regulate and determine the professional appropriateness of the Induction and Early Professional Development processes.
2. To ensure that schools and new teachers consistently receive the best possible professional support, the contributions of HEI staff, CASS and experienced teachers during Initial Teacher Education, Induction and EPD should be co-ordinated by the HEIs.
3. To ensure that the work of teacher educators is informed by the most up to date practice, existing and future HEI staff should be contracted to undertake parallel teaching experience, and that expert serving teachers should be involved in delivering support during ETE.
4. The role of Teacher Tutors should be enhanced and they should be responsible for all aspects of teacher education in schools from Induction into CPD.
5. Induction and EPD should have high status and value. Successful induction and EPD should become important milestones in ETE. The beginning teachers' work during Induction and EPD should be accredited on a pathway to a Masters Degree. From the beginning of teacher education, student and then beginning teachers should maintain an online Professional Development Portfolio that provides an evidenced record of professional development and developing competence.
6. Beginning teachers should have access to stable employment during Induction and have a 10% or equivalent reduction in their timetables to facilitate professional development.
7. There should be ICT based support that spans each of the three stages of ETE.

## QUESTIONS FOR WORKING GROUPS

### EARLY TEACHER EDUCATION: WORKSHOP 2

- Q1:** To what extent does the group agree with the propositions in Paper 2?
- Q2:** In the light of the propositions outlined in Paper 2, what changes need to be made to the current arrangements?

# **CAREER-LONG PROFESSIONAL DEVELOPMENT WORKSHOP 3**

## **PAPER 3**

### **KEY THEMES IN CAREER-LONG PROFESSIONAL DEVELOPMENT**

**In the light of the recommendations in the GTCNI Reviews of Teacher Competences and Continuing Professional Development, to what extent does the group agree with the following propositions:**

#### **TEACHER COMPETENCES**

1. The competence-based model for teacher education, based on the 27 new competences, should continue to be predicated upon the desire to ensure that teachers develop as reflective and increasingly effective practitioners, and should provide the foundation for an extended framework facilitating CPD allied to professional milestones.

#### **CONTINUING PROFESSIONAL DEVELOPMENT**

##### **Framework:**

2. A new Professional Development Framework should be established to identify the competences and parameters for CPD and to inform the development of CPD delivery, accreditation and quality assurance.
3. Two new professional milestones – Chartered Teacher and Advanced Charter Teacher – should be recognised and appropriate linkages developed between GTCNI certification and academic accreditation at postgraduate level.

##### **Nature of Provision, Support, and Funding:**

4. CPD should be provided in a “mixed economy” and structured in a way that allows for individualised work, school-based work, and systemic response to new needs.
5. Capacity for the virtual delivery of CPD should be established.
6. A Professional Education Committee, subsuming the existing Teacher Education Partnership, should be established as a sub-committee of GTCNI and its role and remit should encompass early teacher education and CPD.
7. Consideration should be given to establishing a unified CPD support service managed as one unit.

8. Funding for all CPD activities should be collapsed into a unified, “Capacity Building” fund to afford providers greater certainty of funding streams and greater flexibility.

**Entitlement, Time, Accreditation, & Management of Professional Learning:**

9. CPD should be seen as an entitlement and part of accepted professional practice, and should be cost-free to teachers.
10. Teachers should be provided with the necessary and guaranteed time to undertake meaningful CPD activities.
11. Processes should be developed for the accreditation and certification of professional learning activities, and this should be delegated to the proposed Professional Education Committee.
12. Schools should develop the role of Professional Learning and Development Co-ordinator.

## QUESTIONS FOR WORKING GROUPS

### CAREER-LONG PROFESSIONAL DEVELOPMENT: WORKSHOP 3

- Q1:** To what extent does the group agree that the revised competences model, when completed by a stakeholder working group, will provide an underpinning basis for career-long professional development?
- Q2:** Does the group agree that a Professional Development Framework, as proposed by the GTCNI, should be established?
- Q3:** To what extent does the group agree with the key elements underpinning the Professional Development Framework, as summarised in paragraphs 2 – 12 of Paper 3?
- Q4:** Given the importance of school leadership to the education reform agenda, does the group agree the need for an active leadership development policy which embraces leaders from emergent through to aspirant new and serving leaders?