

GTCNI REVIEWS OF TEACHER COMPETENCES AND CONTINUING PROFESSIONAL DEVELOPMENT



General Teaching Council
for Northern Ireland

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Foreword

It is wholly appropriate that the professional body for teaching should be actively engaged in shaping the future of the education and professional development of teachers. The Council, therefore, welcomes the opportunity to undertake reviews of the teacher competence model and the arrangements for continuing professional development.

This report articulates a new and dynamic vision for teacher education and professional development and maps out a variety of professional pathways and in addition creates a vehicle to allow teachers to reflect meaningfully on their development needs and how these might be best addressed.

The report makes a number of key recommendations which are necessary if the education service is to be responsive to the needs of teachers working in an educational landscape which is characterised by innovation and change.

The report has as its fundamental philosophy the notion of professional service and the need to build dynamic professional communities which are empowered to respond to change, and encourage professional growth and renewal.

The Council is fervently of the belief that the report establishes a basis for greater cooperative working and synergy of purpose for all partners within the education service.

It is our hope and desire that the outworkings of the recommendations will enable teachers to fulfil their professional role and vocation in helping to build a world class school system for all and to meet more effectively the needs of our children and young people.



Chairman
General Teaching Council for Northern Ireland

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Executive Summary

Introduction

The request from the Department of Education that the General Teaching Council for Northern Ireland (the Council) undertake a review of both the “Teacher Competences Model” and “Continuing Professional Development” (CPD) marked an important milestone for the teaching profession in Northern Ireland. It was important, in that for the first time the profession, through its professional body, was directly involved in the definition of the teacher competences and attributes which underpin professional excellence. The decision to entrust the Council with this task reflects a growing realisation that it is the profession itself that is best placed to identify the key issues that must be addressed, and the nature of the changes required, if we are to meet the needs of those we seek to serve in the 21st century.

The pace of change has never been greater and effective change management requires, not only the development of an appropriate skills set, but also the development of a sense of ownership and control within the profession. The most effective change agents are those who feel that in some way they have contributed to the management and implementation of that change. The engagement of the Council in this process is an acknowledgement of that reality and, in addition, is a suitable recognition of the integrity and autonomy of the profession.

These twin concepts of integrity and autonomy were guiding principles in the Council’s deliberations and modus operandi, along with a commitment to the notion of communities of practice and lifelong learning as exemplifications of professional behaviour. The Council, anxious to ensure that the broad professional community should be part of the processes of review, consulted at various stages with stakeholders and established two Advisory Groups, whose membership reflected all of the diverse constituencies but had a preponderance of teachers and Council members.

Teacher Competences Model

The Council’s review in this area was predicated upon the general acceptance, by all parties, of the current competence-based partnership model. However, since its initial development, some ten years ago, there have been significant and far reaching changes in the educational landscape. The Council has attempted to acknowledge and assess the implications of these changes, and has reviewed the competences statements in terms of their “fitness for purpose”.

The current teacher competences and accompanying core criteria have been revised and restructured and the total number of competence statements has been reduced from 92 to 27. The achievement of competence is viewed as an ongoing, lifelong process and the Council has produced some developmental exemplars of how competent practice may be evidenced at specific developmental milestones. The new teacher competence statements can be found in Annex 1.

These competences may never be fully mastered and should be viewed as a continuum informed by context and practice. Teachers will develop competence by acting as reflective practitioners supported by dynamic professional learning communities.

The revised teacher competences will provide a common language for professional dialogue and assist the partners, engaged in Initial Teacher Education (ITE), Induction and Early Professional Development (EPD), to design and develop appropriate learning opportunities and environments. Furthermore, the competences will help to guide engagement with effective CPD activity. However, it must be noted that the acceptance of a competence-based approach to teacher education and development, by the Council, does not imply that teaching knowledge, skills and attributes can be simply reduced to, and be expressed solely as, a discrete set of competences.

Continuing Professional Development

As noted, the development of teacher competences does not end with the completion of EPD. The Council has already articulated a clear commitment to CPD within its Code of Values and Professional Practice, and this review has served to confirm the crucial and fundamental importance of CPD for the future of the profession in Northern Ireland.

Up to now the nature of CPD has been somewhat restricted, characterised by reactivity and driven by systemic priorities. The Council now calls for a radical departure from this, and sees engagement in CPD as a fundamental activity underpinning the personal and professional renewal of teachers.

In order for this new vision to be realised, CPD must be transformed. It should begin with reflection on practice, be nurtured by professional dialogue, and be sustained through the active support of communities of practice. Support and investment in CPD activity must reflect individual and school priorities as well as systemic ones.

The Council believes that a Professional Development Framework should be established, underpinned by teacher competences, with two new professional milestones of “Chartered Teacher” and “Advanced Chartered Teacher”. This framework will help support and guide teachers on their journeys of professional growth and development. Details of these professional milestones can be found in Annex 2.

Key Recommendations

The key recommendations of this report may be summarised as follows:

- the current teacher competences should be replaced by new competence statements and these should underpin lifelong professional learning;
- the establishment of a new Professional Development Framework;
- a move from systemic to more school-based and personalised CPD; and
- the assumption by the profession, through its regulatory body, of a strategic co-ordinating role in respect of teacher education and professional development.

The concept of a Professional Development Framework, embracing all aspects of professional education and growth following early teacher education, lies at the core of the Council’s proposals. When fully developed the Framework would provide:

- an agreed statement of professional values;
- an agreed definition of CPD;
- a clear statement of teacher competences and benchmarks;
- agreed professional milestones;
- a means of recording professional development activities; and
- a mechanism for certification and/or accreditation and quality assurance.

The task of creating a Professional Development Framework will require co-operative working and the establishment of effective consultation processes. The Council envisages this task as falling in part to a newly constituted Professional Education Committee, which would be a sub-committee of the Council.

The Council is committed to working with all the relevant stakeholders to ensure that its recommendations are implemented. However, if significant change is to be achieved it is essential that appropriate resources, in terms of finance and as importantly time, are made available.

Section One

TEACHER COMPETENCES AND CPD IN A CLIMATE OF CHANGE

1.0 Introduction

- 1.1. The General Teaching Council for Northern Ireland (the Council) considers the reviews that it was asked to undertake as both significant and timely. Significant in that for the first time teachers, through their professional body, will have a direct input into the policy-making processes in respect of professional values, teaching standards and professional development. It is wholly appropriate that the voice of the profession should be heard in regard to these issues, and that the professional body should play a part in deciding how the members of the profession are prepared for their role, the nature of the competences that should underpin their work, and the shape and scope of their ongoing development.
- 1.2. The reviews are timely because they are taking place within the context of a fast changing policy environment. The possible return of a devolved administration has the potential to bring a new dynamic to decision-making processes and a realignment of educational and /or fiscal priorities. These potential changes, allied to the scheduled move to a new skills-based curriculum, have major implications. It is important to recognise the need for a structured and coherent approach to the issues of education policy development and the management of change. The significance of the inter-relationship between these matters should not be underestimated.

2.0 Rationale

- 2.1. Underpinning the Council's approach to its task has been its commitment to preserve the integrity of the profession and its understanding of the concept of professionalism, as set out in its Code of Values and Professional Practice. Three aspects of the Code are noteworthy in respect of the reviews namely, the notion of service and excellence, the engagement in lifelong learning, and the commitment to collegiate and deprivatised practice.
- 2.2. The Council considers that professional collegiality should transcend the classroom and the school to embrace all aspects of the education service, and is committed to the development of a broad professional community characterised by a culture of respect, dialogue and partnership. The concepts of lifelong learning, reflective practice and partnership should, in the opinion of Council, underpin not just the professional development of teachers but should be exemplified in the structures and strategies to deliver such education and development.

3.0 Context for the Reviews

- 3.1. It is worth noting at this stage some of the more obvious realities of the Northern Ireland scenario.
 - o The impact of globalisation and the expansion of the European Union will undoubtedly have major implications for Northern Ireland. Indeed, the full effect of globalisation and its impact on national economies is ever more evident. The

emergence of China as an economic world power will accelerate the pace of change and engender new pressures. It is praiseworthy that in the Council for the Curriculum, Examinations and Assessment (CCEA) review of the curriculum the reality that, in the wake of globalisation, we now live in a knowledge-based economy was clearly recognised.

Hargreaves notes that:

“We live in a knowledge economy, a knowledge society. Knowledge economies are stimulated and driven by creativity and ingenuity. Knowledge society schools have to create these qualities, otherwise their people and their nations will be left behind.”¹

- o A sense of relative prosperity in Northern Ireland is apparent; however, equally evident are the threats to our continued economic well-being, namely an over-reliance on public sector employment, the decline in manufacturing and pressure on the agri-economy.
- o The traditional funding streams, driven by the Barnett formula, are the subject of ongoing discussion and possible review. The implications of a review of the Westminster subvention would be significant. The current furore in the press, in advance of the budget review figures for the period 2004 / 07, is evidence of the disquiet created by proposed spending plans under the existing funding regime.
- o The administrative structures within Northern Ireland are currently under review with the possibility, not only of the resumption of devolved governance, but also of a major realignment of other administrative structures resulting from the ongoing Review of Public Administration.
- o The geographic “compactness” of Northern Ireland affords opportunities to optimise and co-ordinate services.
- o The need for the professional community of educators to respond to an emerging post-conflict society and the need to build better community relations and to promote active and democratically-based citizenship.
- o The service must also respond to the new human rights imperatives including the 1998 Human Rights Act and the United Nations Convention on the Rights of the Child.

¹ Hargreaves, A. “Teaching in the Knowledge Society: Education in the Age of Insecurity”. OU Press. 2003.

- o The continuing demographic downturn facing Northern Ireland will inevitably impact on the block subvention. What must be recognised is that the downturn, of itself, will not necessarily lead to real or obvious savings. However, with foresight and the maintenance of teacher numbers, there exists the possibility of a “demographic dividend” allowing for greater flexibility to implement curricular change and facilitate aspects of the Teachers’ Pay and Conditions of Service Inquiry Part 1 and 2 (The Curran Report).
- o The proposals in respect of the Northern Ireland Curriculum with a major realignment of early years education and the development of a skills-based curriculum will bring major pressures for both early teacher education and CPD.
- o The move from a prescribed curriculum to the notion of entitlement and the exercise of greater professional autonomy in the design of curricula will require new skills and collaborative approaches to working.
- o There are a considerable number of smaller schools in Northern Ireland and these schools will undoubtedly face difficulties in facilitating ongoing professional development and, indeed, in addressing the pressures arising from curricular and other changes.
- o The recently agreed Performance Review and Staff Development (PRSD) scheme, if implemented in such a way as to enhance professional autonomy, could create new and important opportunities to develop a meaningful culture of lifelong learning and help promote a positive view of CPD. This, allied to the establishment in other jurisdictions of Professional Development Frameworks which chart professional pathways for teachers, creates a new scenario which places CPD at the heart of professional life.
- o The promotion of a culture of inclusion, and the outworking of the Special Educational Needs and Disability (NI) Order 2004, allied to enhanced parental expectations will generate new pressures.
- o On a more positive note the major investment in ICT in Northern Ireland has created the potential for a level of connectivity and “blended” learning opportunities unparalleled within Europe. This, however, poses yet another challenge in ensuring that the pedagogy offered reflects the opportunities made available by the new infrastructure. In addition, it is imperative that the service as a whole models the patterns of behaviour it seeks to promote within the classroom. In short, teacher education must also seek to optimise the opportunities created by ICT.

- o The major structural reviews in respect of the curriculum, the possibility of specialist schools, the potential implications of the Tomlinson Report and the uncertainties surrounding post-primary restructuring, in the wake of the Costello Report, have created an atmosphere of uncertainty.
 - o The impact of industrial unrest, culminating in the agreement to implement what is in effect a performance related pay process, has created an environment which is not conducive to the development of a culture of professional collegiality. This potentially creates an additional challenge considering that the implementation of the new skills-based curriculum is predicated upon co-operative working, and thus requires a collegiate approach to curriculum development and assessment.
- 3.2. This latter issue of collegiality is crucial in that it has significant implications for how the education service leads and manages an ongoing process of change. This process will require the implementation and phasing of a change programme that is challenging and potentially intimidating. Furthermore, it will have to be completed within a fiscal regime that is driven by a philosophy of efficiency savings, and which will also be seeking to address endemic under-funding of infrastructure projects.

4.0 Developing a Vision

- 4.1. Uncertainties can be said to create opportunities as well as difficulties but if this is to be the case then policy makers need a sense of vision, and need to have a clear sense of what policies are meant to achieve. Sir George Quigley², former chairman of the Northern Ireland Economic Council, commenting on the opportunities arising from devolution, suggested that the Province needed to adopt a strategy of “zero based policy formation” effectively starting from first principles. The Council is also of the opinion that the changes, threats and opportunities noted above, require the development and implementation of policy from a holistic viewpoint. This allows for a systematic review of current practices against a benchmark of “fitness for purpose” rather than an unquestioning adaptation of present structures and processes.
- 4.2. Mention has already been made of the inter-relatedness of policy development, implementation and the leadership and management of change. It is appropriate that this issue should be considered here. The Council has long asserted that teaching, the core process of education, is an exercise in sophisticated judgement that is as emotional as it is intellectual. It is essential, therefore, to develop, and more importantly sustain, within our teachers a sense of mission and commitment. The core question is how the education service can best meet these challenges?
- 4.3. The Council’s approach to these reviews has been informed by a vision which sees concise and highly relevant teacher competences, predicated on the Code of

² Cited in “Hard Choices: Policy Autonomy and Priority Setting in Public Expenditure: Democratic Dialogue Report 10 Democratic Dialogue et al Dec. 1998

Values and Professional Practice, underpinning early teacher education and providing an enabling architecture for future professional growth and development. These competences will provide a common language for all partners, and will facilitate the development of knowledgeable, skilful and reflective practitioners who:

- will be concerned with the purposes and consequences of education as well as what might be called technical proficiency;
- will be prepared to experiment with the unfamiliar and learn from their experiences;
- will have an approach characterised by open-mindedness and wholeheartedness;
- will be committed to professional dialogue in collaboration with colleagues, in school and beyond; and
- will have working patterns characterised by a process of action, evaluation and revision.

In essence, the process of teacher education, in all its phases, should be such as to equip teachers, individually and collectively, to contribute to the wider debate on the nature of education and to act as shapers of policy and well-informed critics of reforms.

- 4.4. The Council's vision extends to the establishment of a new framework supporting CPD. This framework will provide coherent pathways and milestones, which will guide teachers' professional journeys of development and renewal. In striving to promote lifelong learning, teachers must become lifelong learners, with CPD seen as an integral part of professional practice.

5.0 Management of Change

- 5.1. The management of change cannot be achieved simply by amendments to legislation or the prescription of new curricular frameworks; an overtly "managerialist" approach may bring overt compliance but will not bring or sustain commitment. The history of the "Education Reform Era" is eloquent testimony to that reality. Equally destructive will be any attempt to create a shallow culture of apparent respect for the profession. As noted earlier, the recent experiences within the profession have not necessarily disposed them to be receptive to externally imposed change. It is somewhat ironic that, in this climate of uncertainty, the Education and Training Inspectorate (ETI) are increasingly demonstrating a strong sense of trust in the profession. The current regime of inspections is underpinned by the recognition that self-evaluation is the most effective means of promoting professional responsibility and development.
- 5.2. It is important that those agencies charged with the implementation of change are not overly constrained by "centralism" with central initiatives and funding regimes effectively determining planning and prioritisation.

5.3. In managing the changing education landscape, it will be important to:

- create a new sense of purpose and ownership;
- develop an understanding of what the final landscape / culture will look like;
- create a sense that all partners, in the broader education service, can impact on the processes of policy development; and
- empower all teachers so that they can contribute and thus have a sense of adequacy and responsibility.

5.4. It is obvious from the above that the issues addressed in the Council's reviews are crucial to the implementation of the radical changes facing schools in Northern Ireland. Change management has moved away from the notion of systems and is increasingly concerned with relationships, and is now often seen as being driven not by hierarchies but by communities of practice. All of this resonates with the core mission of the Council to develop such communities. Equally, this new way of viewing change management sits ill at ease with a culture overly predicated on measurement and externally imposed accountability. This is not, however, to suggest that the teaching profession should be exempt from accountability.

6.0 Conclusion

6.1. In outlining the factors and realities above, the Council is anxious to set the reviews of the 'Teacher Competence Model' and 'CPD' within the broader context of the systemic changes that are taking place in education in Northern Ireland, and to put down a clear marker that the recommendations as set out in this report should be seen in this broader context. In short, the recommendations seek to construct an environment that will create renewed energy within the profession and establish an empowering infrastructure that will develop synergy and commitment.

6.2. The outworkings of the Council's two reviews are presented in a single report. This reflects the inter-relatedness of the review areas. The recommendations should provide the opportunity for the education service as a whole to develop new ways of working together and the potential to develop new relationships. A professionally managed PRSD scheme and the new statutory obligations in regard to School Development Planning provide a context within which a new culture and effective structures can be advanced.

6.3. Policy implementation and the leadership and management of change require both structured planning and capacity building; failure to do either will result in change but not necessarily in improvement. It is important to recognise the centrality of the teacher as the source of ultimate change. Palmer comments:

"In our rush to reform education, we have forgotten a simple truth: reform will never be achieved by renewing

appropriations, restricting schools, rewriting curricula and revising texts if we continue to demean and dishearten the human resource called the teacher on whom so much depends....”³

- 6.4. Palmer’s observations are particularly apposite given the nature and extent of the changes, educational or otherwise, that will impact on Northern Ireland. The successful implementation of change requires that we generate within the profession a sense of ownership and capacity.
- 6.5. The notion of capacity building is vital and embraces not only the development of competences, but also the creation of a culture sympathetic to the notion of change. It is the Council’s view that the recommendations enshrined within this report will, if implemented, undoubtedly create an atmosphere and culture that will be conducive to and support effective change. However, without the provision of resources, professional time and appropriate support structures, meaningful change will not take place.

³ Palmer, P.J. “The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life”. Jossey Bass 1998.

Section Two

TEACHER COMPETENCES

1.0 Terms of Reference

- 1.1. The Department of Education asked the Council to take forward issues which arose as a result of the Teacher Education Conference at Limavady in April 2003. More specifically, the Council was to examine and produce recommendations on the continued appropriateness of the teacher competences model, including the balance between Higher Education Institution (HEI) and school-based education in both PGCE and BEd courses. The Council was also asked to ensure that its deliberations reflected on the implications of the Special Educational Needs and Disability (NI) Order 2004 for early teacher education, and to ensure that teachers had an awareness of the role which the voluntary sector can play in developing citizenship and promoting a stronger sense of community.
- 1.2. In taking this review forward the Council established an Advisory Group with a membership reflecting the diverse interests within the Northern Ireland education service; see Annex 7 at the end of the report.

2.0 Teaching: the Complex Repertoire

- 2.1. In reflecting on the issue of competences, the Council is conscious that a degree of controversy surrounds the notion of a competence-based approach to teacher education, and of the perception amongst some that such an approach reduces teaching to a series of atomistic skills. The Council is aware that the Northern Ireland Teacher Education Committee (NITEC) also wrestled with this issue.
- 2.2. The Council takes the view that the notion of competences goes well beyond the simple acquisition of skills and that, although curricular knowledge and pedagogical skills are important, teaching is both an intellectual and practical activity with important emotional and creative dimensions. Teachers, while reflecting on and evaluating their professional context, use acquired professional judgement to select the most appropriate options from a repertoire of teaching strategies, and in the process of teaching refine and add to their professional knowledge.
- 2.3. The reality is that the development and assimilation of professional knowledge are complex and simply cannot be readily reduced to a series of statements. Sharpe comments:

“Professional knowledge is no longer viewed as just consisting of a standardised, explicit and fixed knowledge base. It is now seen as knowledge which exists in use, is ethical in its use and is changed by experience. The distinctive nature of professional knowledge lies in the interplay between its construction and use. When teachers use their knowledge, use changes what that knowledge is.”⁴

⁴ Sharpe, R. “How do professionals learn and develop? Implications for staff and educational developers”. In *Enhancing Staff and Education Development*. Baume, D. & Kahn, P. eds. RoutledgeFalmer. London 2004.

- 2.4. Day also rejects a simplistic approach to competences and emphasises the centrality of personal values in the processes of schooling and reminds us that there needs to be:

“...a public recognition that effective learning involves, essentially an ‘interactive chemistry’ between learner and teacher, which depends on process as much as content and is an expression of personal values and perceptions as much as competences and knowledge.”⁵

- 2.5. It is noteworthy that the original competence statements sought to articulate core values and the Council, in developing its own Code of Values and Professional Practice, sought continuity by placing the issue of values at the core of its concept of professionalism. It is unsurprising, therefore, that this review of competences should recommend the assimilation of the Council’s ethical code within the new competence statements.
- 2.6. Reflection, professional discourse and lifelong learning lie at the heart of the Council’s mission and core values, and effectively lie at the core of professional endeavour ensuring that knowledge is updated, practice reviewed and the needs of young people are more readily met by a profession committed to quality in and for all. This is particularly important in an educational landscape characterised by recurrent innovation and change.
- 2.7. The revised teacher competences must, therefore, be viewed as a structure which acts as a starting point to professional life for teachers and which is developed through Induction, Early Professional Development (EPD) and career-long professional development.

In light of the above, the Council recommends that:

The competence-based model for teacher education should continue to be predicated upon the desire to ensure that teachers develop as reflective and increasingly effective practitioners capable of contributing to ongoing professional dialogue and the development of policy and practice.

The Council further recommends that:

A commitment to uphold the Council’s Code of Values and Professional Practice should be incorporated within the new competence statements.

3.0 The Teacher Competences: A Rationale for Review

- 3.1. In September 1998, NITEC and the Committee for Early Professional Development published the “Teacher Education Partnership Handbook”. This

⁵ Day, C. “Teachers in the twenty-first century: time to renew the vision”. *Teachers and Training: Theory and Practice*, 6, 1, 101 – 115. 2000.

handbook was the culmination of work which started in 1992 and it confirmed and codified a competence-based partnership model for Initial Teacher Education (ITE) in Northern Ireland. It also provided a continuum of competence development through a period of Induction and the two years of EPD. One of the seminal purposes behind the model was to provide a sense of continuity across all phases of early professional life and to instil, within teachers, a commitment to a culture of ongoing professional development.

3.2. In establishing its Advisory Group, the Council was mindful of the dedication and expertise that went into drawing up the 1998 handbook. The Group was aware of the strengths of the model but felt that its underpinning teacher competences could be streamlined and simplified to make it more manageable for providers, schools, teachers and student teachers. Moreover, the competences needed to be revised in the light of continuing innovation in schooling in Northern Ireland. The current strengths were confirmed by responses to a structured questionnaire⁶ sent to key teacher education stakeholders. Respondents commented that the model:

- provided a common framework and language for all parties / partners;
- gave a sense of a developmental pathway, with clearly defined stages reflecting different emphasis and expectations;
- offered a coherent, progressive structure which allowed judgements to be made using a common basis; and
- promoted professional dialogue between students and their HEI tutors, and between beginning teachers, teacher-tutors and other teachers in schools who are directly involved in their professional development.

3.3. The model aimed to promote the integration of the three stages of teacher education (Initial, Induction and EPD) through the systematic acquisition and development of professional values and teaching competences, and the sustained development of critical and reflective practice by students and beginning teachers. All of the teacher education partners were asked how effective they thought the model was in achieving these aims and how the model could be structured and implemented more effectively. Responses indicated that there was a need to:

- clarify and reduce the number of competences, particularly those which are emphasised during Induction and EPD;
- ensure that the competences reflected curriculum developments, for example recent developments in the areas of learning and learning preferences;
- place more emphasis on developing the students' and beginning teachers' critical and reflective practice;

⁶ GTCNI Review of Teacher Competences Structured Questionnaire 2004

- strengthen existing partnership arrangements at all levels; and
 - incorporate e-Learning more systematically at all three stages.
- 3.4. Furthermore, the partners were asked to consider whether the core criteria and teaching competences, as outlined in the Teacher Education Partnership Handbook, are sufficiently comprehensive to embrace the changes taking place in Northern Ireland and what modifications/improvements they felt were necessary. Responses indicated the:
- need to take careful account of the implications of the Post-Primary Review and the skills-based curriculum;
 - necessity of incorporating recent developments in the understanding of how children learn and learning preferences;
 - requirement to place a stronger emphasis on Special Educational Needs and behaviour management;
 - need to develop leadership skills at all levels within schools; and
 - requirement to strengthen teachers' understanding and competence to deal more effectively with matters such as child protection, equality / inclusion and diversity.
- 3.5. It was in the context of these responses that the Council took forward the process of re-evaluating and modifying the current teacher competences model.
- 3.6. In addition to the evidence gathered from responses to its structured questionnaire, the Council reviewed the proposed new competence statements in light of an interim report from CCEA, which examined the possible impact of the new curriculum on ITE courses, and explored issues such as the current arrangements for recruitment to the profession and the nature of, or indeed the requirement for, "subject specialist" teachers. It also reflected on issues such as the development of a more meaningful interface between colleagues in Key Stages 2 and 3. It is not the intention to consider the report in detail except to note that the Council sought to map the proposed competence statements against the issues raised. Having done this, the Council is assured that the new statements address these issues in respect of knowledge, skills, planning and assessment.
- 3.7. However, one issue emerged as a source of concern to Council namely the difficulties that may emerge as the HEIs seek to place students, who will have embarked on revamped courses designed to prepare them for the new curriculum, at a time when many schools will themselves not have made significant progress towards the implementation of that curriculum. This issue highlights yet again the

need to empower schools and teachers via well resourced and differentiated professional development programmes.

- 3.8. The Council was also asked to ensure that any new competences reflected the need for interaction with the voluntary sector. The teaching profession has always recognised the role that other agencies play in education and has long engaged with voluntary organisations and Non-Governmental Organisations. The Council recognises these bodies as sources of learning which afford young people the opportunity to engage in outreach activities, broadening experience and contributing to citizenship education and the common good. It considers that this philosophy is inherent in the moral purposes and values of teaching and thus sought to encapsulate the concept formally within the revised competence statements.

4.0 Remodelling the Teacher Competences

- 4.1. In addition to the evidence gathered from teacher education partners, the Council commissioned Sara Bubb and Professor Geoff Whitty of the Institute of Education, University of London, to conduct an independent review of the existing teacher competences. Informed by the data gathered by the Council, they scrutinised the competence statements and proposed that they be reorganised under three broad headings:
- Professional Values and Practice;
 - Professional Knowledge and Understanding; and
 - Professional Skills and Application:
 - Planning and Leading
 - Teaching and Learning
 - Assessment.
- 4.2. Bubb and Whitty also proposed the reduction of the current 92 competences to 25, subsequently increased to 27. The new competence statements, however, relate closely to the current competences while reflecting current thinking about best practice. The competence area of Professional Values and Practice has been addressed via the inclusion of Council's Code of Values and Professional Practice, which subsumes and further extends the current core criteria.
- 4.3. The reworking also seeks to ensure that the proposed new competences have an extended "shelf-life" and will be flexible enough to encompass future curricular and pedagogical developments. See Annex 1 for further details of the competence statements and developmental exemplars.
- 4.4. The competence statements are predicated upon the notion that the achievement of competence is a developmental process which, of necessity, transcends early teacher education and continues throughout a teacher's career. As noted earlier, the competences are not to be viewed as discrete skills which once demonstrated

are mastered for all time. Rather, the acquisition of any competence should be seen on a continuum reflecting the dynamic nature of professional knowledge and the opportunities afforded to teachers by the social context of their school and professional lives. The new competence statements, therefore, effectively underpin all phases of early teacher education and professional development. The achievement of competence will depend on:

- the nature and level of the teacher's experience and their personal effectiveness;
- the work based context; and
- the roles they, as teachers, have experienced and the development opportunities arising from such experiences.

- 4.5. In order to reflect the developmental nature of achievement of competence, it is intended that each of the competence statements be accompanied by a developmental exemplar illustrating what might be expected at each of the phases within early teacher education and beyond. Some of the exemplars have been provided in this report, and they identify aspects of the competence, and demonstrate how the competence could be progressively developed across ITE, Induction, EPD and beyond. These exemplars will replace the current ABC and 1-5 designations which are considered to be unwieldy.
- 4.6. In addition to providing an enabling architecture for early teacher education, the exemplars will provide teachers with guidance about possible CPD activity. Also, they will help guide CPD providers by enabling them to tailor their programmes in an effective way against criteria developed by the profession. Furthermore, they will provide a basis for the development of an assessment regime to underpin the accreditation / certification of the proposed Chartered Teacher and Advanced Chartered Teacher milestones. These issues will be explored in further detail in the next section of this report.
- 4.7. In summary the Council believes that the revised competence statements:
- offer greater clarity;
 - help to maintain the developmental thrust of the original statements;
 - provide a robust basis for the development of extended competences; and
 - build upon the Council's existing Code of Values and Professional Practice.

In keeping with this analysis the Council recommends that:

The existing teacher competences - with their core criteria and 92 competence statements - should be replaced by the 27 new competences as set out in Annex 1.

The Council further recommends that:

The new teacher competences statements should provide the foundation for an extended framework facilitating CPD allied to professional milestones.

5.0 Early Teacher Education: Logistics

Balance: HEI/School-Based Work

- 5.1. The Council was asked to review that balance between HEI and the school-based work in both PGCE and BEd courses. The currently accepted periods of school-placement are as follows:
 - 32 weeks for four-year undergraduate courses;
 - 24 weeks for PGCE secondary courses extending over 36 weeks; and
 - 18 weeks for PGCE primary courses extending over 36 weeks.
- 5.2. These figures have their roots in the criteria for course approval laid down by the former Council for Accreditation in Teacher Education. To gain accreditation, providers of ITE have to meet these criteria.
- 5.3. All of the providers of ITE were consulted on the issue of the balance between HEI and school-based work. One HEI indicated that there should be, in the case of post-primary PGCE courses, a reduction in school placement time of four weeks. However, no consensus emerged as a result of this consultation process other than a desire for greater flexibility. The Council is also aware, that in responding to the interim CCEA Report on the implications of the new curriculum the Universities Council for the Education of Teachers in Northern Ireland has called for a re-examination of the time balance in light of uncertainties surrounding the new programmes. The Council supports the call for such a review.

The Council therefore recommends that:

HEIs should be afforded greater flexibility to explore alternative arrangements in respect of the time-balance between school-based and HEI-based work.

Student Teacher Placements and Support for Beginning Teachers

- 5.4. The Council is aware that aspects of early teacher education are presently the subject of review by the ETI, and that a report will issue in the near future. However, the Advisory Group considered, in the course of its deliberations, the following issues:

- how best to facilitate the placement of, and support for, student teachers. The Council recognises that the success of any ITE programme depends to a large extent on the quality of the experiences enjoyed by students in their school placements;
- equality of access for all newly qualified teachers to Induction and EPD; and
- the use of ICT to address a range of needs including support for students during school placement and the use of ICT as a vehicle for the development of professional portfolios and EPD processes.

5.5. With regard to the first of these issues consideration was given to engaging teacher employers in a formal placement process. But, given the fragmented nature of the Northern Ireland school system, this was considered an unwieldy approach. What was agreed, however, was the need to encourage employing authorities, in promoting the assumption by schools of their responsibility, to provide placements for student teachers and to actively support such individuals. This was seen as a natural outworking of the commitment within the Council's Code of Values and Professional Practice to:

“..promote collegiality among colleagues by respecting their professional standing and opinions and in that spirit, be prepared to offer advice and share professional practice with colleagues”

(GTCNI Code of Values and Professional Practice)

5.6. It was further felt that in the absence of a formal placement scheme and in order to augment the impact of the employers' exhortations in regard to school placements, clear guidelines would be beneficial. Such guidance is seen as offering clarity in regard to the respective responsibilities of schools, HEIs and student teachers. In addition, a common and formal statement should underline the importance that will be placed on school-based professional development in the early years.

The Council recommends that:

The management of school placements should be reviewed with a view to establishing a set of common guidelines outlining the responsibilities and entitlements of student teachers, schools and HEIs as set out in Annex 5.

5.7. With regard to support for beginning teachers, the Advisory Group received an informal, interim report from the ETI and conducted a small scale survey of teachers who qualified in September 2000 and, thus, had recent experience of the Induction and EPD processes. Unsurprisingly, the responses indicated that the quality of support received at this juncture had a major impact on their experiences as beginning teachers.

- 5.8. It was also apparent that for some newly qualified teachers the opportunity to complete Induction and EPD was being hampered by the difficulties in securing full-time employment. The Council, at its meeting of October 4th 2004 had already suggested that consideration be given to the provision of a guaranteed “induction year” with the caveat that the funding for such a programme would not be a charge on schools’ LMS budgets. It is noteworthy that such a scheme already exists in Scotland and is presently being actively considered in Wales. It is interesting that the Curran Report addressed this issue and concluded:

“a support scheme should be introduced to assist unemployed NQTs in the first year after qualification, to have a guaranteed full-time teaching post and this should be in place by September 2005.”⁷

The Council recommends that:

A critical examination of the current arrangements in Scotland for a “Guaranteed Induction Year” should be undertaken with a view to evaluating the potential to introduce a similar scheme in Northern Ireland.

- 5.9. With regard to the issue of the recording of the completion of Induction and EPD the Council became aware, as a result of the transfer of data from the Department of Education to the Council’s Register of Teachers, that the processes of recording such activities were inadequate with no apparent tracking procedures in place. It was felt that this, in effect, undermined the status of the processes and should be remedied.

The Council therefore recommends that:

The recording of both Induction and EPD should pass to the Council to ensure, not only that satisfactory completion of these processes is recorded, but also that the Council can track non-completion as a means of targeting support to beginning teachers.

- 5.10. The Advisory Group considered the issue of ICT and reviewed the facilities presently available to students at the University of Ulster and the DfES sponsored facility at www.teachernet.gov.uk. The Group concluded that the new connectivity arrangements offer significant opportunities for the development of an e-portfolio capacity tailored to the profession in Northern Ireland.

The Council recommends that:

Funding should be made available for the development of individualised e-portfolios as a means of facilitating professional reflection and recording early teacher education and ongoing professional development. This is in keeping with approaches taken in other professions. Steps should be taken to ensure that, whatever

⁷ Curran, S. “Teachers’ Pay and Conditions of Service Inquiry –Part 2. February 2004”. Report commissioned by the Minister for Education (NI), Mr Martin McGuinness in 2002.

system for e-portfolios is adopted, it is compatible with existing services or those to be delivered under Learning N.I.

The Council further recommends that:

The capacity of virtual environments to facilitate co-operative working for student teachers on placement should be exploited and research grants made available to further develop existing pilots.

Co-ordination of Initial Teacher Education, Induction and Early Professional Development

- 5.11. The issue of co-ordination is of importance on two levels namely the practical management of the process within the school and the strategic co-ordination of the process and the particular role of the Council. The Council's small scale cohort study clearly indicated the important role played by school mentors in optimising the experiences of student teachers. In essence where school personnel had the time, the inclination and the skills to be proactively involved with student teachers the more beneficial the latter found the experience to be. It is self-evident, that in order to establish a culture of lifelong learning within the profession, support must be given to the newest recruits in the early stages of their development. Again, this issue will be considered in greater detail in the next section of this report, where a recommendation is made.
- 5.12. The issue of strategic co-ordination featured in the interim CCEA Report on the impact of the new skills-based curriculum on ITE. Reflecting on the issue of the management of change the report speculated on the desirability of establishing a Programme Board for ITE. This Board is seen by CCEA as operating within the existing Planning for Improvement in Learning Strategy Group mechanism.
- 5.13. Whilst the notion of coherence and co-ordination is laudable, the proposal does not fully recognise the integrated developmental partnership that currently underpins ITE, Induction and EPD, with a changing pattern of responsibilities for HEIs, the Curriculum Advisory and Support Service (CASS) and schools, and the reality that significant new demands will emerge in respect of CPD.
- 5.14. The co-ordination and development of CPD was addressed in the 2002 report from NITEC which recommended that:
- “the GTC(NI) should establish a Northern Ireland Teacher Education Partnership (NITEP) committee to continue the development work The Committee should report and be accountable to the GTC(NI).”⁸
- 5.15. If, as has been suggested, the process of teacher education is predicated upon the notion of lifelong learning, then it would seem appropriate to establish a mechanism to co-ordinate all aspects of that work.

⁸ NITEC, “The Continuing Professional Development of Teachers in Northern Ireland – A Proposal. August 2002”. Published by the Department of Education for Northern Ireland.

- 5.16. Currently the co-ordination of support for early teacher education is delivered through the Teacher Education Partnership Group which is made up of representatives from the HEIs, the CASS service and teachers. The current arrangements are informal in nature and have no statutory or regulatory foundation.

The Council therefore recommends that:

A Professional Education Committee should be established and its role and remit should encompass early teacher education and CPD. It should be constituted as a sub-committee of the Council's Policy Committee.

This will be further addressed in the next section at paragraphs 6.14 and 6.15.

6.0 Conclusion

- 6.1. The recommendations set out in this section of the report seek to provide a coherent set of revised competence statements, which will guide the work of all partners engaged in the support or delivery of early teacher education.
- 6.2. In addition, the new competence statements encapsulate for all teachers the basic knowledge, understandings, attributes and skills that should underpin their professional life and work. The statements provide the foundation for lifelong learning and the establishment of a structured approach to ongoing professional growth and development.
- 6.3. The developmental exemplars accompanying the competence statements provide "benchmarks of expectation" at each of the phases of early teacher education. The exemplars acknowledge and support the developmental nature of the competences, and the reality that professional knowledge develops and grows throughout a teacher's career.
- 6.4. The Council's thinking in regard to the co-ordination of early teacher education is predicated upon the notion of partnership and shared understanding and the development of a meaningful role for the profession, through its professional body. These aspirations are encapsulated in the recommendation to establish a new Professional Education Committee as a sub-committee of the Council's Policy Committee.

Section Three

CONTINUING PROFESSIONAL DEVELOPMENT

1.0 Terms of Reference

1.1. In tandem with the review of the teacher competences model, and as part of a larger review of teacher education, the Department of Education requested that the Council examine the current arrangements for CPD taking cognisance of the NITEC paper of August 2002: “The Continuing Professional Development of Teachers in Northern Ireland - a Proposal”.

1.2. The Council’s deliberations were informed by:

- the statement of principles in respect of CPD developed by the Council (see Annex 3) and endorsed by the profession itself following a consultation exercise;
- the work of the Teacher Competences Advisory Group;
- the findings of two cohort studies undertaken by the Council; and
- the Council’s Code of Values and Professional Practice which requires that all teachers:

“Promote collegiality among colleagues by respecting their professional standing and opinions and, in that spirit, be prepared to offer advice and share professional practice with colleagues.”

(GTCNI Code of Values and Professional Practice)

1.3. As with the review of competences, the Council established an Advisory Group reflecting all of the constituencies within the broader education service, see Annex 7 at the end of the report.

1.4. The Council in previous discussions on the purposes of CPD suggested that where CPD is meaningful it leads to enlightenment and empowerment. Pursuit of these goals and the need to ensure that teachers have access to adequately resourced and appropriate developmental experiences reflecting needs, interests and circumstances, provided a philosophical backdrop for subsequent deliberations. Any consideration of how CPD might be developed must reflect, not only on the broader social and educational backdrop but also, on the evolving understandings about the nature and role of CPD.

2.0 CPD: A Backdrop

2.1. Whilst the concept of CPD is not new, or indeed recent, there exists an element of imprecision as to both the definition and what activities might be subsumed under the umbrella of CPD. This imprecision resulted, in part, from the changes that have occurred in Northern Ireland as the system struggled to address the significant pressures resulting from the Education Reform (NI) Order 1989.

- 2.2. The introduction, via Article 29 of the Education Reform (NI) Order, of a mechanism to facilitate structured support, in respect of curriculum and staff, was vital in helping schools with the implementation of what were wide ranging, if deeply flawed, proposals. The modus operandi imposed upon the CASS service by the demands surrounding the implementation of the new curriculum and the swathe of attendant changes in respect of issues, such as funding, served to establish a culture of “centrally directed courses” which, while appropriate for the circumstances that pertained, served to restrict the profession’s understanding of what constituted professional development activity. The irony was that the enlightened philosophy, in respect of professional development underpinning work such as “The Primary Guidelines Initiative” and “The 11 to 16 Programme”, which placed professional development at the core of school life and professional practice itself, was brushed aside in the wave of reforms.
- 2.3. However, the CASS service has not remained static and its evolution from a provider of “out-centre” courses, reflecting the need to inform the profession as a whole about issues such as the new curriculum and LMS funding, to a “multi-dimensional provider” working increasingly with school communities on issues such as school improvement, reflects the broader movement within education as a whole.
- 2.4. Other significant factors impacted on thinking such as the introduction of the Staff Development and Performance Review (SDPR) scheme and threshold. The reality was that both processes were viewed with great suspicion by the profession.
- 2.5. What was clearly missing in the post Education Reform (NI) Order era was the notion of CPD rooted within an overall framework offering a rationale or philosophy, along with a structure and a means of navigating programmes or courses. The NITEC Report sought amongst other things to remedy the deficits in current provision. The implications of the NITEC Report will be addressed later.

3.0 CPD: The Need for a New Culture and Professional Development Framework

- 3.1. CPD has usually been seen as a reactive or episodic activity; reactive, in that it was often triggered by systemic issues, i.e. curriculum reviews or central initiatives, and episodic in that teachers often engaged in the process sporadically. This, in part, was the result of an absence of an agreed definition of CPD and the lack of a broader perspective or framework. The absence of these elements was debilitating in that it denied teachers a sense of perspective and resulted in a lack of cohesion in their thinking in regard to CPD.

There was and effectively still is:

- no agreed definition of, or an agreed understanding of, the purposes of CPD;

- no single co-ordinating body affording CPD providers, policy makers and representatives of the profession an opportunity to map provision against an agreed framework and to agree approaches and interfaces;
- no substantive funding programme to allow schools the opportunity to engage in school-focused CPD;
- no funding and little opportunity for all teachers to avail of individualised CPD;
- no clarity or structure in regard to development opportunities open to teachers other than that offered in regard to the Professional Qualification for Headship in Northern Ireland (PQHNI) or those associated with academic study routes which many may not wish to undertake;
- no real opportunity for the majority of teachers to have professional learning recognised; and
- no structured or systematic approach to the recording of professional development.

3.2. As a result of the deficits identified above, a culture has been created which regards CPD as more of an imposition than a right or responsibility. The Council has sought to redress this situation by enshrining the notion of “right of access” within its statement of guiding principles for CPD and the notion of “responsibility” within its Code of Values and Professional Practice which places a personal / professional responsibility on teachers to engage in ongoing professional development.

Teachers will:

“In keeping with the concept of professional integrity assume responsibility for their ongoing professional development as an essential expression of their professionalism.”

(GTCNI Code of Values and Professional Practice)

- 3.3. However, the assiduous promotion of a positive culture will not of itself alter perceptions or encourage positive engagement with professional development without an appropriate framework to facilitate and support more positive aspirations.
- 3.4. As has been noted, early teacher education is conducted within an environment where the competences have been identified and the roles of the diverse partners established, the whole process being underpinned by a philosophy predicated upon the notion of reflective practice, lifelong learning and partnership. Given the obvious benefits that accrue from such a scenario it is ironic that there is no comparable framework, underpinning professional development, beyond this initial three year period. It is equally self-evident that the notion of a Professional

Development Framework should be extended beyond early teacher education to embrace all aspects of ongoing professional learning and growth. The Council is convinced that only with the development of such a framework can the profession address the myriad changes that will emerge in the coming years and allow CPD to assume its place at the heart of professional practice.

3.5. A new Professional Development Framework for teachers in Northern Ireland should be predicated upon an agreed definition and understanding of CPD, an acceptance of a climate of professional responsibility and a commitment to the development of partnership and communities of practice. A Professional Development Framework would create a new vision and perspective allowing all engaged in education to:

- share a sense of common purpose;
- identify the attributes, values, knowledge, understandings and skills that underpin professional life; and
- map out the broad topography of professional development, including milestones reflecting the developmental nature of professional competences, thus allowing those charged with the provision of CPD to structure programmes that are developmental in nature.

Furthermore, a Professional Development Framework agreed by all of the key stakeholders would provide a structured, co-ordinated approach to planning and resource allocation.

It will also provide a mechanism to facilitate:

- the assimilation of PRSD within a broader context of professional development; and
- the development of protocols and processes to effect accreditation and certification of professional learning and the recording of achievement.

In light of the above the Council recommends that:

A new Professional Development Framework is established in consultation with the broader professional community. Such a framework would effectively identify the competences and parameters for CPD and inform the development of protocols for issues such as CPD delivery, accreditation and quality assurance.

3.6. The underpinning elements of a Professional Development Framework are shown at Figure 1 below. There is already in existence an agreed Code of Values and Professional Practice and the profession has considerable experience in the use of a competence-based approach to teacher education in initial and early teacher education. In addition, the use of portfolios and an evidence-based approach to the

recording and recognition of professional development is already evident within the education service. These realities provide a sound foundation for the next stages in the creation of an appropriate Professional Development Framework, namely the identification of Professional Milestones and the creation of a mechanism to effect co-ordination of professional development.

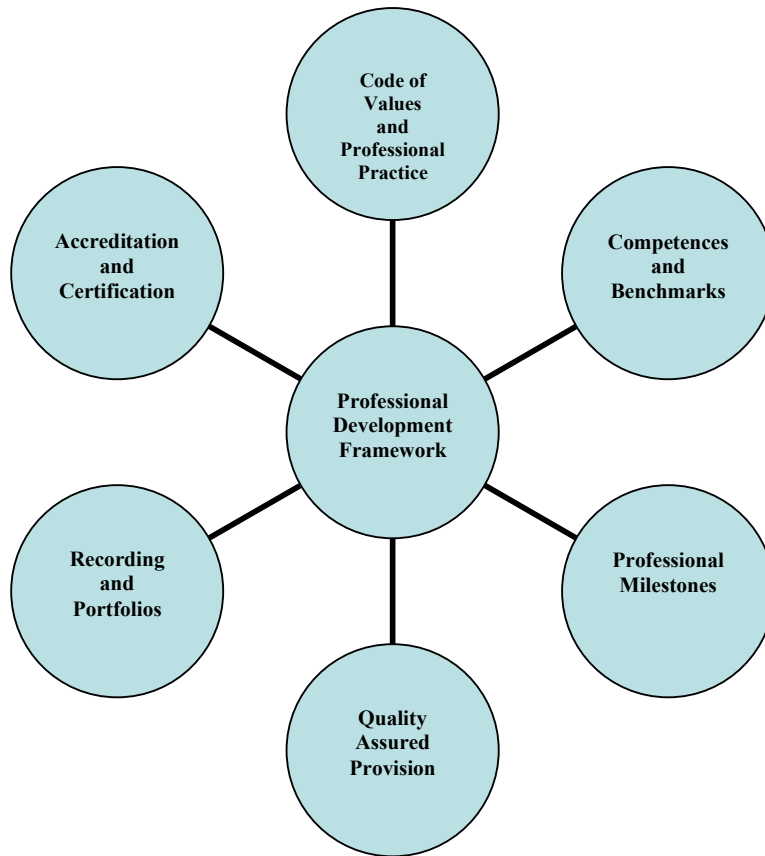


Figure 1.

4.0 CPD: Definition, Purposes and Activities

- 4.1. The initial step in the development of the framework is the definition of purposes and associated activities.

Definition

- 4.2. In keeping with the Council's understanding that CPD is about enlightenment and empowerment, the Council adopted the following definition:

“Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral

purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.”⁹

Purposes

- 4.3. The above definition is clearly predicated upon the belief that professional development should:
- be at the heart of professional practice and professional renewal;
 - have as its core purpose the enhancement of classroom practice;
 - develop in teachers the ability and the confidence to reflect critically on all aspects of education, philosophy and policy;
 - develop teachers as individuals as a means of sustaining morale and professional commitment; and
 - facilitate the development of individuals and professional communities in enhancing their professional capacity and in so doing be conscious of the linkages between Social Capital and the development of Intellectual Capital.
- 4.4. The last issue is important given that research clearly indicates that professionals working co-operatively as learning communities are more likely to develop as lifelong learners and engage in “open practice” and knowledge sharing. The significance of learning communities as vehicles for empowerment should not be under-estimated.
- 4.5. It is in recognition of this reality that the Council has adopted as one of its core objectives the development of “dynamic professional communities” and has enshrined this notion of community, collegiality and shared practice in its Code of Values and Professional Practice.

Therefore, the Council recommends that:

A common definition of CPD, and of the purposes of CPD, is adopted by all of the education partners to ensure a consistency of approach to professional development throughout Northern Ireland. CPD should be seen as an entitlement and part of accepted professional practice. The Council considers that the definitions and purposes of CPD outlined in paragraphs 4.2 and 4.3 in this report encapsulate the essence of CPD and should be adopted across the whole education service.

⁹ Day, C. (1999) “Developing Teachers: The Challenges of Lifelong Learning.” Falmer Press

Activities

- 4.6. Just as the definition of CPD adopted by the Council is expansive and inclusive, it follows that the activities deemed to be appropriate to professional development should also be suitably expansive and reflect the variety of activities undertaken by teachers in the course of their professional lives.
- 4.7. There is a wealth of other activities and opportunities that should be seen as part of the CPD repertoire, including:
- action research;
 - externally provided courses e.g. Regional Training Unit (RTU) Summer School, CASS out-centre courses and issue specific conferences;
 - self-directed study as well as teacher research linked to awards such as the Master of Education, Doctor of Education;
 - PQHNI or similar development programmes;
 - the use of distance-learning materials;
 - receiving and/or giving on-the-job coaching, mentoring or tutoring;
 - engagement in curriculum development, individually or collectively;
 - participation in peer networks including work with subject associations;
 - participation in pilot study programmes;
 - participation in school cluster projects involving collaboration, development and sharing of experience/skills;
 - teacher placement including those in business but also those in other schools;
 - personal reflection or “development portfolio” building;
 - “experiential assignments” within schools addressing real school issues, e.g. curriculum development, review of assessment, pastoral issues or school improvement;
 - work as official examiners, e.g. for CCEA or like bodies;

- secondment to Education and Library Boards or other agencies, e.g. CASS, C2K; and
- participation in information technology-mediated learning, e.g. through e-mail discussion groups, or self-study using multi-media resources.

This list is far from exhaustive and is offered as an illustration of the varied professional learning opportunities available for teachers.

5.0 CPD: Professional Milestones

- 5.1. As part of this review process, the Council considered the proposals made by NITEC in 2002. These proposals were predicated, in part, upon the notion of a dichotomy between management and pedagogy, hence the Advanced Skills and Teacher Leader approach with the latter being seen as pertinent to those whose aspirations extended to management responsibilities. The Council recognised that these designations were an attempt to ensure parity of esteem for those teachers who wished to enhance their professional knowledge but who also wished to remain in the classroom. The Council applauds and supports the underlying desire to recognise and reward the diligence of classroom practitioners, but felt that this approach did not recognise the realities within a system characterised by a significant number of small schools or the reality that:

“Managing is no longer perceived as a sequential execution of separate activities, and in schools it is often difficult to isolate activities which are exclusively managerial and exclusively pedagogical.”¹⁰

- 5.2. In reflecting on the NITEC proposal, the Council did so in the context of:

- the planned move to a new curriculum and the implications of this for school or management structures, i.e. a skills-based approach as opposed to subject-based;
- understandings, in terms of “distributive leadership” and the putative proposals for a Professional Leadership Qualification for Northern Ireland akin to the PQHNI arrangements;
- the profile of schools in Northern Ireland, i.e. the numbers of small schools and the impact this has on management / leadership structures; and
- ongoing discussions between Teaching Unions and Employers in respect of management allowances and the agreement that management allowances should be frozen prior to a major review.

¹⁰ Wilkinson, C. & Cave, E. (1987). “Teaching and Managing: Inseparable Activities in Schools.” Croom Helm.

- 5.3. Accordingly, the Council now proposes the conflation of the NITEC designations of Teacher Leader and Advanced Skills Teacher into a new professional milestone of **Chartered Teacher** with an extended suite of competence statements reflecting both advanced pedagogical skills and the notion of distributive leadership.
- 5.4. In addition, the Senior Teacher Leader designation should be replaced with a new professional milestone of **Advanced Chartered Teacher** with a similar suite of competence statements. These new professional milestones would recognise a level of achievement and status granted by the Council. They would also afford teachers the opportunity to develop excellence in areas which are not solely predicated on preparation for headship or indeed any formal leadership role.
- 5.5. It is important that these professional milestones should not be seen as directly linked to career pathways and promotion. They are essentially about the ongoing growth and development of practitioners as professionals, dedicated to enhancing their capacity to meet the ever changing needs of those they seek to serve, namely the young people placed in their care. Equally, the Council does not consider that they should be linked to remuneration or to processes such as threshold evaluation. That is not to say that individual teachers may not use their professional development activities as an evidential basis in discussions relating to such matters.
- 5.6. In summary the proposed milestones (see Annex 2 for details) offer the following advantages in that they:
- set out the competences which underpin pedagogy and leadership in a manner that recognises their inter-relatedness in a “professional” context;
 - create an appropriate backdrop for the implementation of the PRSD process and provide a vehicle for needs analysis;
 - create professional benchmarks to enable teachers individually and collectively to assess and plan for their development needs;
 - provide a template to inform CPD provision by CASS and HEIs and others thus allowing an overview of available provision; and
 - afford the Council the opportunity to extend its registration processes beyond standard registration in keeping with the original NITEC proposals.

The Council recommends that:

Two new professional milestones be recognised, i.e. Chartered Teacher and Advanced Chartered Teacher. The milestones and associated competences will inform:

- **CPD provision by CASS/HEIs/RTU/schools or other providers;**
- **the identification of professional development needs as part of a PRSD process or as a personal exercise;**
- **the professional development elements of School Development Planning; and**
- **in-school - Key Stage/Area of Study/Departmental needs analysis.**

5.7. Whilst the development of a vision for CPD and the outlining of possible pathways or milestones in a very limited way begins to address the deficits identified at paragraph 3.1 of this section, they will not of themselves ensure that an appropriate Professional Development Framework is developed and implemented. Ultimately, success depends upon the “political will” to resource change and the development of an appropriate infrastructure capable of delivering CPD programmes that address not only systemic and school-based priorities but also individual needs. Perhaps the most significant resource issue in relation to the development of a meaningful culture of CPD is that of professional time. Teachers must be given the time and space to engage in CPD activity. This and other key implementation issues are considered next.

6.0 CPD: Key Implementation Issues

6.1. Turning to the implementation of CPD programmes, several issues need to be addressed:

- entitlement and equity of access;
- integration with PRSD;
- professional time - the need to secure an appropriate allocation of time to ensure meaningful engagement with CPD;
- school-based CPD and school-based co-ordination of CPD;
- progression;
- partnership and quality assurance;
- resources; and
- accreditation, including, where desired, that of work-based learning for the purposes of:
 - GTCNI certification;
 - HEI accreditation; and
 - PQHNI programme admission.

Entitlement, Equity and Performance Review and Staff Development

6.2. The principle of equity of access is enshrined within the Council’s statement of principles, and the new arrangements for PRSD effectively ensure that all teachers

will engage in some form of professional development on an ongoing basis. The Council does not support the linkage of PRSD to salary and remains of the opinion that the process of review must be seen as a professional activity as opposed to a managerial activity. What the new arrangements do, however, is to throw into greater relief the issue of access. The Council is aware of the difficulties facing small schools particularly those in rural environments remote from outreach centres or higher education institutions. Small schools also experience considerable difficulties in supporting beginning teachers and in securing sufficient time to engage in reflection.

- 6.3. The implementation of a universal PRSD scheme is a significant development for the profession in Northern Ireland. If it is not to go the way of its ill-fated predecessor, SDPR, then it is imperative that the process avoids the adoption of a managerialist approach in favour of a developmental approach based upon self-evaluation, reflective practice and professional discourse. It is self-evident that if PRSD is rooted in the premise of a structured and informed needs analysis then it should equally be supported by the provision of appropriate CPD opportunities. However, CPD should not be inexorably tied to PRSD processes. Rather CPD must have its own autonomy and integrity related to ongoing professional development. The development of a formal PRSD scheme without equity of access to appropriate and funded development opportunities raises significant issues.
- 6.4. The implementation of the concept of equity of access requires a measure of uniformity of provision where courses are delivered in a traditional manner, or the facilitation of enhanced access through innovative approaches such as distance or on-line learning. The latter is increasingly a feature of CPD for other professions and offers access on demand and the potential for interaction with colleagues within a virtual environment. The Council, as part of its commitment to developing a culture of individualised CPD that is readily available to all, has sought to promote the benefits of ICT based provision via its endorsement of www.teachandlearn.net What is clear is that current arrangements will not suffice in meeting the demands of entitlement and equity of access.

To address the issues above the Council recommends that:

An ICT based facility for the completion of individual needs analysis, the scheduling of activities and recording of outcomes should be established using experiences gained either through PQHNI or TeacherNet (www.teachernet.gov.uk). In effect, all teachers in Northern Ireland should be provided with the facility and the opportunity to construct an e-portfolio of professional development activities / outcomes.

The Council further recommends that:

Given the opportunities afforded by the enhanced connectivity facilities provided by C2K, a Northern Ireland capacity for the virtual delivery of CPD should be established. A template for such a development already exists at www.teachandlearn.net.

- 6.5. As the professional body for the teaching profession, the Council considers that the current arrangements for in-service training which effectively deny professionals

within nursery schools access, as of right, to such provision, is totally unacceptable. The Council thus calls for CPD provision to be made for all teachers including those in nursery schools.

Professional Time

- 6.6. Resources and the availability of personnel or courses, whether delivered in traditional manner or on-line, are not in themselves sufficient. What is crucial for success is “professional time”. Without guaranteed time to engage meaningfully it is unlikely that any professional development programmes will produce more than a superficial knowledge and compliance. The daily routines of school life, with the busy demands of teacher pupil interaction and the “cells and bells” organisation of the school day, often inhibit reflective practice and self-evaluation in a sustained and meaningful way. This issue was recently addressed by OFSTED when they noted that “schools on the whole failed to allow enough time to support effective professional development and to ensure that acquired knowledge and skills were consolidated, implemented and shared with others”¹¹.
- 6.7. Creative solutions need to be developed to provide teachers with an appropriate quantum of quality time to ensure that they can engage in meaningful CPD and derive maximum benefit from such engagement. The current pattern and structure of the school day with its inherent rigidity of timetabling, allied to the class contact requirements for teachers in general and primary colleagues in particular, effectively precludes meaningful school-based CPD and this is an issue that needs to be addressed. It is self-evident that the new curriculum will require more creative planning and flexible timetabling of subjects. The necessary cross-fertilisation between subject areas and the need to assess skills across a range of activities will require co-operative working and the creation of time for meaningful planning and professional discourse. The Curran Report recognised the need for such flexibility to ensure adequate planning and preparation time. The Council is of the opinion that Curran’s notion should be extended to facilitate meaningful CPD. Without such quality non-contact time, not only will the new curriculum not be implemented effectively, but also those charged with developing the appropriate materials and assessment regimes will be inadequately prepared to undertake such roles.

To address the issue of time the Council recommends that:

A mechanism must be found to provide teachers with the necessary and guaranteed time to undertake meaningful CPD activities. Recognition has already been given to the need to afford teachers time for lesson preparation. It would seem obvious, if not essential, that at a time when the profession is being asked to undertake a programme of what amounts to systemic change, the notion of “professional time” should be extended to include professional development activities. Such provision would undoubtedly require a review of current working practices and detailed discussions with the appropriate negotiating bodies. Consideration might be given to issues such as:

- **a reduction in class contact time, with a view to facilitate professional development activities;**

¹¹ “Continuing Professional Development for Teachers in Schools”. HMI 410. A Report from the Office of Her Majesty’s Chief Inspector of Schools. (2002).

- **a new entitlement to annual CPD days predicated on the current provision for Induction and EPD;**
- **sabbatical leave for teachers engaging in CPD; and**
- **a review of the current “school closure days”, as suggested by the Curran Report, but as part of a broader review along the lines suggested at paragraph 6.7.**

School-based CPD

- 6.8. Schools have often taken the lead in the professional development of teachers in addressing whole-school and systemic issues. In reality, schools will continue to have an important role to play in the professional development of teachers. However, new innovative ways of co-operating need to be found to ensure that the expertise of individual teachers and schools is shared as widely as possible. The Council seeks to encourage the development of dynamic professional communities of practice, and schools will be at the forefront of this development. Schools will need additional resources to address this issue and effective inter-school co-ordination to facilitate this co-operative working on CPD provision. The delegation of a CPD role to schools, with appropriate resources, would be another element of the mixed economy approach to CPD advocated in this report.

The Council therefore recommends that:

A pilot programme be initiated delegating resources directly to schools for CPD. In order that the optimum benefit might be derived from such funds it would be appropriate that priority be given to those schools working in concert with others.

Such an approach is in keeping with Hargreaves' notion of Innovation Networks.¹²

School-based Co-ordination of CPD

- 6.9. The systematic co-ordination of CPD within schools will require leadership. This will mean, in the first instance, the active engagement of the Principal and senior management with the CPD process. However, the Council regards the issue of CPD to be of such importance for teachers that it will necessitate the establishment of a formal role of Professional Learning and Development Co-ordinator in schools. The establishment of this role will effectively ensure that learning and development become a key aspect of the professional lives of teachers in schools and will provide a focal point around which CPD is co-ordinated. The Professional Learning and Development Co-ordinator will require an appropriate amount of time and resources to discharge the role effectively. There will also be particular challenges faced by small schools in the co-ordination of CPD, and creative arrangements will have to be found to ensure that teachers in small schools are not disadvantaged. This may take the form of the granting of additional resources to small schools to

¹² Hargreaves, D. “Education Epidemic, Transforming Secondary Schools through Innovation Networks”. Demos (2003).

create time, or the clustering of schools thus providing for the development of a substantive role. The role of Professional Learning and Development Co-ordinator will go some way to ensuring that CPD becomes a coherent part of school development planning, PRSD activity and the wider processes of reflective practice and school self-evaluation.

To more readily facilitate all aspects of professional development, the Council recommends that:

Schools should, either individually or collectively, develop a role, at an appropriately senior level, of a Professional Learning and Development Co-ordinator who would help to establish a professional community of learners and effectively manage professional learning for all teaching staff, from student teachers on placement, and beginning teachers undertaking Induction and EPD to those embarking on programmes leading to Chartered Teacher and Advanced Chartered Teacher status.

Progression

- 6.10. Progression, of necessity, requires that there is clarity in regard to the underpinning competences for teaching and that appropriate pathways and milestones have been identified. It requires an enabling architecture which promotes development and which allows CPD providers to align their provision with developmental pathways.
- 6.11. It is essential that the diverse providers share a common understanding of the nature and purposes of CPD and the competence framework that underpins successful teaching, and how such competences might develop over the professional lifespan of teachers. It is also essential that providers work in partnership and map their provision against an agreed framework allowing teachers and schools to make informed choices and work within a “mixed economy” of provision.

Partnership and Quality Assurance

- 6.12. The nature of the changes facing education, the legitimate expectations of the profession in regard to access to CPD and the changing policy environment, outlined in section one of this report, require that the service, as a whole, responds in a holistic manner to the needs of the profession. It necessitates the development of strategies that optimise the use of scarce resources and offer enhanced choice in terms of materials, expert intervention and courses.
- 6.13. NITEC, in its 2002 report, was concerned that CPD should ensure an active engagement between teachers and the “wider learning community”. Therefore, it follows that CPD providers, as essential elements of that wider community, need to work co-operatively and model this culture of mutual engagement and sharing. Whilst there are compelling philosophical reasons for developing co-operative and synergistic patterns of working, there are equally compelling logistical requirements. If CPD is to address individual needs, school-specific needs and systemic or centrally-driven priorities, it is vital that all engaged in professional

development work in a co-ordinated manner, to both identify needs and agree how best each of the constituents may contribute.

- 6.14. With regard to quality assurance, NITEC noted that whilst the ETI would monitor CPD regularly the Council should exercise a role in:

“assuring that high standards are established and maintained in the quality, co-ordination and coherence of (CPD) provision.”^(see footnote 8)

and in so doing establish a new teacher education partnership committee.

- 6.15. In keeping with the recommendation from NITEC, the Council considers that such a body should be established as a matter of urgency and constituted as a sub-committee of the Council’s Policy Committee. It is proposed that the committee should be called the Professional Education Committee. Its remit should include:

- the provision of strategic advice in respect of teacher education at all phases including CPD;
- the ongoing development of a Professional Development Framework for teachers in Northern Ireland;
- the development of protocols and processes to facilitate accreditation and certification of professional learning; and
- matters relating to quality assurance.

The Council, in keeping with this perspective, recommends that:

A new co-ordinating body, called the Professional Education Committee, should be established as a sub-committee of the Council and subsume the existing informal Teacher Education Partnership.

Resourcing

- 6.16. The issue of resourcing is central to the successful management of change and the effective implementation of innovation. The Council is conscious of the current pressures on resources, however, the Council is equally aware that the risks associated with a failure to address new pressures generated by burgeoning CPD requirements are significant. The history of the last fifteen years of curriculum reform is clear evidence of how a failure to engender ownership, empower teachers and facilitate professional dialogue leads to a measure of disenchantment, resentment and disengagement. That the resource demands of CPD will be significant is obvious, equally a failure to respond to those needs, on the grounds of resource constraints will effectively undermine government policy. What is required is a review of how CPD is currently resourced and the provision of additional resources to address the recommendations within this report.

- 6.17. The Council sought clarification in respect of the staffing and finance currently available for CPD. Immediately apparent was the complexity of CPD funding with a mixture of core funding and ring-fenced funding. In addition, CASS funding is also used to fund a variety of other outreach services. The Council, in reviewing the figures, did not count resources made available for Group One Schools or those designated for other services such as Music and Field Study Centres. The quantum of resources made available to the ELBs in the year 2003/04 for broad CPD activities, including Executive Programme Funding for Reading Recovery, was in the order of £30m of which some £2m was for substitute cover. This represented expenditure per teacher of approximately £1300.
- 6.18. The staffing of the CASS service for 2004/05 was 63 Advisors, 134 Assistant Advisory Officers and 113 Advisory Teachers / Field Officers plus 2 others reflecting particular circumstances in one Board.
- 6.19. The Council is aware of the many positive features of the existing arrangements, as confirmed in the ETI Report of 2001 on “The Management and Effectiveness of In-service in Schools in Northern Ireland”. However, in light of the emerging circumstances and new pressures, consideration needs to be given to both the quantum and sustainability of funding and the current pattern of provision. The Council is concerned that the present arrangements do not allow for a stability of funding with a consequent impact on planning and delivery. The use of a ring-fenced approach to resourcing effectively reduces flexibility, responsiveness and discretion. At a time of a strengthening of professional responsibility, it is inappropriate to fund CASS within a regime that restricts the freedom to disburse resources on the basis of identified need as opposed to pre-ordained programmes. The Council considers that this issue needs to be addressed in the near future.

To address the issues surrounding resources, the Council recommends that:

Funding for all CPD activities should be collapsed into a unified fund. In effect, it should become a single “Capacity Building Fund” affording providers greater certainty of funding streams and greater flexibility. The present system of funding CPD with a mixture of core funding and initiative ring-fenced provision is cumbersome and restricts the flexibility of the CASS service.

The Council further recommends that:

CPD should be provided in a “mixed economy” embracing a variety of approaches and must be structured in a way that allows for:

- **individualised work;**
- **school-based work; and**
- **systemic response to new needs.**

This requires that resourcing is allocated to all three strands and that steps are taken to ensure that the latter does not displace the others. The NITEC proposals stipulated that “Teachers should not be responsible for any costs

arising from their involvement in the CPD programme". The Council supports this notion and would expect that a review of funding mechanisms for CPD provision be initiated with a view to ensuring that, as with the PQHNI programme, professional development activities are cost free to teachers.

Accreditation and Certification

- 6.20. Current arrangements for CPD accreditation include higher degrees conferred by HEIs, the PQHNI conferred by RTU, and a small number of other more ad hoc forms of recognition for completed CPD programmes. In the year 2003/04 some 1600 teachers were engaged in award bearing courses at HEIs, representing some 6.5% of the profession. Provision already exists under the Credit Accumulation Transfer system to award M level accreditation points to those who complete EPD and submit additional "bridging work" to HEIs. However, there is no evidence that this has been a pathway adopted by the profession. Successful PQHNI candidates may gain 60 credit points towards an appropriate M level qualification. The Council is also aware of discussions involving HEIs which have resulted in an agreed framework for M accreditation points allocation in respect of PGCE and other qualifications. Undoubtedly, the recognition of school-based learning will be an essential part of any new accreditation system for CPD and it is essential that all providers are involved in establishing agreed and consistent protocols.
- 6.21. In England, the GTC is currently piloting innovative accreditation arrangements for CPD conferred by Teacher Learning Academies. The out-workings of the pilots will offer a valuable insight into the issues surrounding the accreditation of prior learning and, as importantly, how best LEAs (ELBs) and HEIs can work together. In Scotland, the GTC has put in place accreditation arrangements for the conferment of Chartered Teacher Status. There is, undoubtedly, an interest within the profession in the issue of accreditation as evidenced by the results of the Council's survey.¹³ This indicated that the vast majority of respondents, 97% of the 1984 survey cohort and 92 % of the 1994 cohort, would avail of accreditation of CPD activities if the process was simple and straightforward.
- 6.22. It follows that a streamlined system for the accreditation of CPD activities undertaken by teachers in Northern Ireland should be developed. This will require the active co-operation of all the present accrediting institutions to ensure that any new system is coherent, meaningful and supportive of professional development activities undertaken by teachers.
- 6.23. In addition to academic accreditation, the proposed Professional Development Framework for CPD and the proposed Professional Milestones of Chartered Teacher and Advanced Chartered Teacher will afford the Council the opportunity to extend its registration categories beyond standard registration, as was recommended by NITEC. The Council will therefore have to develop structures and procedures to professionally certify CPD activity.

The Council recommends that:

¹³ Report on Continuing Professional Development Survey, September 2004. GTCNI

Processes should be developed for the accreditation and certification of professional learning activities where these are seen as desirable by members of the profession. This task should be delegated to the proposed Professional Education Committee.

The Council further recommends that:

GTCNI certification should be available at both Chartered and Advanced Chartered Teacher level and the Council should, through the Professional Education Committee, liaise with all providers to explore ways in which GTCNI certification might be harmonised with other forms of accreditation.

7.0 CPD: Management Implications

- 7.1. If the proposed new Professional Development Framework is to be implemented and the recommendations of this report are to be actioned within the current fiscal climate then it is essential that all opportunities are sought, to ensure that costs are kept to a minimum and that, where possible, economies of scale are pursued and duplication is avoided. Equally, it is essential that alternative methodologies facilitating “on demand” learning are explored and more importantly exploited. The facilities offered at www.teachandlearn.net are a good illustration of what is feasible. Such an approach augmented by a programme of individualised CPD, akin to that in Wales, has the potential to create in teachers a sense that it is they who are deciding their CPD needs and programmes. Allied to the notion of individualised CPD is the concern as to how teachers may track or record their engagement in CPD.

The Council, therefore, recommends that:

A pilot programme of individualised CPD, similar to programmes offered in Wales and England, should be initiated with the Council undertaking the management of such a pilot (see Annex 6, CPD: Proposal for Pilot Scheme). The success of the pilot schemes in Wales is testimony to the capacity for such schemes to enhance the profession’s self image and return a sense of autonomy to teachers.

- 7.2. The providers of CPD opportunities must become facilitators and capacity builders, creating a culture of self-evaluation and providing an infrastructure that supports such a culture. The volume of work to be undertaken and the nature of the cultural change that is required, allied to the consequences of failure, would suggest that following the advice of Sir George Quigley we need to adopt a “zero-based” approach to policy and strategy in regard to CPD.
- 7.3. This is not to suggest that current structures and processes be abandoned, rather that the education service reflects critically on options such as a centralised agency approach, which could address the issues identified at paragraph 6.1. Certainly such an approach would more readily facilitate regional planning, reduce duplication, create opportunities for economies of scale, enhance equity of access and support the development and maintenance of a “virtual facility” and an on-line portfolio facility.

The Council recommends that:

Consideration should be given to establishing a unified CPD support service managed as one unit. The operating brief of such a service should include amongst other things:

- **liaison with the proposed Professional Education Committee;**
- **identification of systemic needs;**
- **ongoing support for development/implementation of PRSD processes;**
- **support for School Improvement;**
- **provision of online courses; and**
- **liaison with HEIs regarding accreditation.**

7.4. The major pressures facing the profession have to be recognised and policy decisions must be taken on the basis of need, and not out of a desire to maintain the status quo. It is also important that the strengths of the current system and provision are recognised and any move to new structures should build on and retain the considerable existing expertise.

8.0 The Way Forward

8.1. As noted elsewhere in this report, the process of establishing a comprehensive Professional Development Framework will require consultation, and it is essential that this work be undertaken in a coordinated and structured manner and within an inclusive partnership. The Council's proposal for a Professional Education Committee creates such a vehicle for future work and the Department, as a matter of urgency, should move to ratify this proposal and charge the Professional Education Committee with the responsibility for creating a Professional Development Framework, and to bring forward a work programme to expedite this. The Council would envisage that such a programme would extend over a two to three year period.

8.2. Certain core elements of a Professional Development Framework are already in existence; for example, the Code of Values and Professional Practice which provides a philosophical commitment to lifelong learning and shared and deprivatised practice. In addition, considerable resources are already committed to early teacher education and CPD, and it is evident that a realignment of resources could produce greater flexibility and create new opportunities to pilot initiatives, and explore alternative approaches to provision.

However, what is not yet in place is:

- a management vehicle to expedite further development;
- detailed and agreed exemplar statements for all competences; and
- agreed definitions as to appropriate milestones.

- 8.3. In completing this review the Council engaged in direct consultation with all of the significant partners in the education service either by questionnaire, direct interview or participation in the Advisory Groups. What was evident throughout was the conviction of all that the provision of meaningful CPD is essential if Northern Ireland is to attract and retain the very best candidates for the profession. While it is recognised that Northern Ireland presently does not have a recruitment problem it would be unwise to be complacent. However, this is not to deny the real issues facing schools in rural areas in regard to subject specialisms
- 8.4. In any event, if Northern Ireland is to prosper in the new knowledge-based economy then, there needs to be substantial investment in those who will effectively shape its future. Failure to do so will hinder future development and above all will send a negative message to the profession. This would be unfortunate at a time when teachers are expected to deliver a new curriculum in an era characterised by structural uncertainty and demographic decline. Change management starts with motivation and support. In education that translates into the provision of freely available and high quality professional development opportunities in keeping with that provided to other professionals.

Section Four

SUMMARY OF RECOMMENDATIONS

Summary of Recommendations

Teacher Competences

The Council recommends that:

- The competence-based model for teacher education should continue to be predicated upon the desire to ensure that teachers develop as reflective and increasingly effective practitioners capable of contributing to ongoing professional dialogue and the development of policy and practice.
- A commitment to uphold the Council's Code of Values and Professional Practice should be incorporated within the new competence statements.
- The existing teacher competences - with their core criteria and 92 competence statements - should be replaced by the 27 new competences as set out in Annex 1.
- The new teacher competences statements should provide the foundation for an extended framework facilitating CPD allied to professional milestones.
- HEIs should be afforded greater flexibility to explore alternative arrangements in respect of the time-balance between school-based and HEI-based work.
- The management of school placements should be reviewed with a view to establishing common guidelines which outline the responsibilities and entitlements of student teachers, schools and HEIs as set out in Annex 5.
- A critical examination of the current arrangements in Scotland for a "Guaranteed Induction Year" should be undertaken with a view to evaluating the potential to introduce a similar scheme in Northern Ireland.
- The recording of both Induction and EPD should pass to the Council to ensure, not only that satisfactory completion of these processes is recorded, but also that the Council can track non-completion as a means of targeting support to beginning teachers.
- Funding should be made available for the development of individualised e-portfolios as a means of facilitating professional reflection and recording early teacher education and ongoing professional development. This is in keeping with approaches taken in other professions. Steps should be taken to ensure that, whatever system for e-portfolios is adopted, it is compatible with existing services or those to be delivered under Learning N.I.

- The capacity of virtual environments to facilitate co-operative working for student teachers on placement should be exploited and research grants made available to further develop existing pilots.
- A Professional Education Committee should be established and its role and remit should encompass early teacher education and CPD. It should be constituted as a sub-committee of the Council's Policy Committee.

Continuing Professional Development

The Council recommends that:

- A new Professional Development Framework is established in consultation with the broader professional community. Such a framework would effectively identify the competences and parameters for CPD and inform the development of protocols for issues such as CPD delivery, accreditation and quality assurance.
- A common definition of CPD, and of the purposes of CPD, is adopted by all of the education partners to ensure a consistency of approach to professional development throughout Northern Ireland. CPD should be seen as an entitlement and part of accepted professional practice. The Council considers that the definitions and purposes of CPD outlined in paragraphs 4.2 and 4.3 in this report encapsulate the essence of CPD and should be adopted across the whole education service.
- Two new professional milestones be recognised, i.e. Chartered Teacher and Advanced Chartered Teacher. The milestones and associated competences will inform:
 - CPD provision by CASS/HEIs/RTU/schools or other providers;
 - the identification of professional development needs as part of a PRSD process or as a personal exercise;
 - the professional development elements of School Development Planning; and
 - in-school - Key Stage/Area of Study/Departmental needs analysis.
- An ICT based facility for the completion of individual needs analysis, the scheduling of activities and recording of outcomes should be established using experiences gained either through PQHNI or TeacherNet (www.teachernet.gov.uk). In effect, all teachers in Northern Ireland should be provided with the facility and the opportunity to construct an e-portfolio of professional development activities / outcomes.
- Given the opportunities afforded by the enhanced connectivity facilities provided by C2K, a Northern Ireland capacity for the virtual delivery of CPD should be

established. A template for such a development already exists at www.teachandlearn.net.

- A mechanism must be found to provide teachers with the necessary and guaranteed time to undertake meaningful CPD activities. Recognition has already been given to the need to afford teachers time for lesson preparation. It would seem obvious, if not essential, that at a time when the profession is being asked to undertake a programme of what amounts to systemic change, the notion of “professional time” should be extended to include professional development activities. Such provision would undoubtedly require a review of current working practices and detailed discussions with the appropriate negotiating bodies. Consideration might be given to issues such as:
 - a reduction in class contact time, with a view to facilitate professional development activities;
 - a new entitlement to annual CPD days predicated on the current provision for Induction and EPD;
 - sabbatical leave for teachers engaging in CPD; and
 - a review of the current “school closure days” use, as suggested by the Curran Report, but as part of a broader review along the lines suggested at paragraph 6.7.
- A pilot programme be initiated delegating resources directly to schools for CPD. In order that the optimum benefit might be derived from such funds it would be appropriate that priority be given to those schools working in concert with others.
- Schools should develop a role, at an appropriately senior level, of a Professional Learning and Development Co-ordinator who would help to establish a professional community of learners and effectively manage professional learning for all teaching staff, from student teachers on placement, and beginning teachers undertaking Induction and EPD to those embarking on programmes leading to Chartered Teacher and Advanced Chartered Teacher status.
- A new co-ordinating body, called the Professional Education Committee, should be established as a sub-committee of the Council and subsume the existing informal Teacher Education Partnership.
- Funding for all CPD activities should be collapsed into a unified fund. In effect, it should become a single “Capacity Building Fund” affording providers greater certainty of funding streams and greater flexibility. The present system of funding CPD with a mixture of core funding and initiative ring-fenced provision is cumbersome and restricts the flexibility of the CASS service.
- CPD should be provided in a “mixed economy” embracing a variety of approaches and must be structured in a way that allows for:
 - individualised work;

- school-based work; and
- systemic response to new needs.

This requires that resourcing is allocated to all three strands and that steps are taken to ensure that the latter does not displace the others. The NITEC proposals stipulated that “Teachers should not be responsible for any costs arising from their involvement in the CPD programme”. The Council supports this notion and would expect that a review of funding mechanisms for CPD provision be initiated with a view to ensuring that as with the PQHNI programme professional development activities are cost free to teachers.

- Processes should be developed for the accreditation and certification of professional learning activities where these are seen as desirable by members of the profession. This task should be delegated to the proposed Professional Education Committee.
- GTCNI certification should be available at both Chartered and Advanced Chartered Teacher level and the Council should, through the Professional Education Committee, liaise with all providers to explore ways in which GTCNI certification might be harmonised with other forms of accreditation.
- A pilot programme of individualised CPD, similar to programmes offered in Wales and England, should be initiated with the Council undertaking the management of such a pilot (Annex 6, CPD: Proposal for Pilot Scheme). The success of the pilot schemes in Wales is testimony to the capacity for such schemes to enhance the profession’s self image and return a sense of autonomy to teachers.
- Consideration should be given to establishing a unified CPD support service managed as one unit. The operating brief of such a service should include amongst other things:
 - liaison with the proposed Professional Education Committee;
 - identification of systemic needs;
 - ongoing support for development/implementation of PRSD processes;
 - support for School Improvement;
 - provision of online courses; and
 - liaison with HEIs regarding accreditation.

ANNEX 1

THE NEW TEACHER COMPETENCE STATEMENTS AND TEACHER COMPETENCE DEVELOPMENT EXEMPLARS

New Competences Statements

Professional Values and Practice

Teachers should demonstrate that they:

1. Understand and uphold the core values and commitments enshrined in the GTCNI Code of Values and Professional Practice.

See Annex 4.

Professional Knowledge and Understanding

Teachers will have developed:

2. A knowledge and understanding of contemporary debates about the nature and purposes of education and of the social and policy contexts in which the aims of education are defined and implemented.
3. (i) A knowledge and understanding of the learning area/subject(s) they teach, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self study and collaboration with colleagues.

(ii) In Irish medium and other bi-lingual contexts, sufficient linguistic and pedagogical knowledge to deliver the curriculum.
4. A knowledge and understanding of how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum and be aware of curriculum requirements in preceding and subsequent key stages.
5. A knowledge and understanding of curriculum development processes, including planning, implementation and evaluation.
6. A knowledge and understanding of the factors that promote and hinder effective learning, and be aware of the need to provide for the holistic development of the child.
7. A knowledge and understanding of a range of strategies to promote and maintain positive behaviour, including an acknowledgement of pupil voice, to establish an effective learning environment.
8. A knowledge and understanding of the need to take account of the significant features of pupils' cultures, languages and faiths and to address the implications for learning arising from these.
9. A knowledge and understanding of their responsibilities under the Special Educational Needs Code of Practice and know the features of

the most common special needs and appropriate strategies to address these.

10. A knowledge and understanding of strategies for communicating effectively with pupils, colleagues, parents and personnel from relevant child and school support agencies.
11. A knowledge and understanding of how to use technology effectively, both to aid pupil learning and to support their professional role.
12. A knowledge and understanding of the interrelationship between schools and the communities they serve, and the potential for mutual development and well-being.
13. A knowledge and understanding of the statutory framework pertaining to education and schooling and their specific responsibilities emanating from it.

Professional Skills and Application

Planning and Leading

Teachers will:

14. Set appropriate learning objectives, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland curriculum in terms of skills acquisition and progression.
15. Plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives, showing high expectations and an awareness of potential areas of difficulty.
16. When appropriate, deploy, organise and guide the work of other adults to support pupils' learning.
17. Plan for out-of-school learning, including school visits and field work, where appropriate.
18. Manage their time and workload effectively and efficiently and maintain a work/life balance.

Teaching and Learning

Teachers will:

19. Create and maintain a safe, interactive and challenging learning environment, with appropriate clarity of purpose for activities.

20. Use a range of teaching strategies and resources, including e-learning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.
21. Employ strategies that motivate and meet the needs of all pupils, including those with special educational needs and those for whom English is not their first language.
22. Secure and promote a standard of behaviour that enables all pupils to learn, pre-empting and dealing with inappropriate behaviour in the context of the school policies and what is known about best practice.
23. Contribute to the development and life of the school, collaborating with teaching and support staff, parents and external agencies.

Assessment

Teachers will:

24. Focus on assessment for learning by monitoring pupils' progress, giving constructive feedback to help pupils reflect on and improve their learning.
25. Select from a range of assessment strategies to evaluate pupils' learning, and use this information in their planning to help make their teaching more effective.
26. Assess the levels of pupils' attainment against relevant bench-marking data and analyse this information in order to set suitable and challenging targets for their pupils.
27. Liaise verbally and in written reports in an effective manner with parents or carers on their child's progress and achievements.

Teacher Competences Developmental Exemplars

In keeping with the Council's philosophy of inclusivity and the development of communities of shared practice, it is intended that the amplification of the competence statements should be undertaken by the newly constituted Professional Education Committee. The exemplars included in this report are by way of illustration and seek to provide a template to facilitate that work.

Professional Knowledge and Understanding

Competence 6: Teachers will have developed a knowledge and understanding of the factors that promote and hinder effective learning, and be aware of the need to provide for the holistic development of the child.

<i>Aspect of competence</i>	<i>ITE</i>	<i>Induction</i>	<i>EPD</i>	<i>Beyond...</i>
<i>Understand what is known about the factors that aid learning.</i>	Understand the key aspects of child development; the theories of Vygotsky, Piaget, Bruner, etc; personality types; learning styles (visual, auditory, kinaesthetic). Understand the role of language, non-verbal communication, play, motivation, peer group influence, accurate assessment, and technology in learning.	Planning and interactions with pupils show this understanding.	Planning and interactions with pupils show this understanding and have growing impact on pupil learning.	Help other staff and parents understand the factors that aid learning so that there is a school wide impact on pupil learning.
<i>Understand what is known about the factors that hinder learning.</i>	Understand the key aspects of emotional and behavioural difficulties; trauma, child abuse, discrimination, disability, stereotyping,	Planning and interactions with pupils show this understanding.	Put this into practice with growing impact on pupil learning.	Help other staff and parents understand the factors that hinder learning so that there is a school wide impact on

<i>Aspect of competence</i>	<i>ITE</i>	<i>Induction</i>	<i>EPD</i>	<i>Beyond...</i>
	and pupil mobility or absence from school.			pupil learning.

Professional Knowledge and Understanding

Competence 9: Teachers will have developed a knowledge and understanding of their responsibilities under the Special Educational Needs Code of Practice and know the features of the most common special needs and appropriate strategies to address these.

<i>Aspect of competence</i>	<i>ITE</i>	<i>Induction</i>	<i>EPD</i>	<i>Beyond...</i>
<i>Understand their responsibilities under the Special Educational Needs Code of Practice.</i>	Know the key aspects of and teachers' responsibilities under the Code of Practice on the Identification and Assessment of Special Educational Needs 1998 and the Special Educational Needs and Disability Order 2004.	Understand the CoP and how it relates to pupils that they teach.	Understand the CoP and how it relates to pupils in the school.	Help others understand their responsibilities under the Special Educational Needs Code of Practice.
<i>Fulfil their responsibilities under the Special Educational Needs Code of Practice.</i>	Teach pupils with SEN under the guidance of the class teacher.	Teach pupils with SEN according to the CoP, working with the Senco and parents.	Teach pupils with SEN according to the CoP, working more effectively with the Senco and parents.	Help others fulfil their responsibilities under the Special Educational Needs Code of Practice.
<i>Know the features of the most common special needs.</i>	Know the basic features of dyspraxia, dyslexia, dyscalculia, autistic spectrum disorders, hearing and visual impairment.	Where appropriate to their teaching context, know more about dyspraxia, dyslexia, dyscalculia, autistic spectrum disorders, hearing and visual impairment. Use this knowledge in their teaching and to refer pupils for extra help.	Where appropriate to their school context understand the main features of moderate and severe learning difficulties, physical disability, multi-sensory impairment, profound and multiple learning difficulties.	Help others understand the features of the most common special needs.

Professional Knowledge and Understanding

Competence 11: Teachers will have developed a knowledge and understanding of how to use technology effectively, both to aid pupil learning and to support their professional role.

<i>Aspect of competence</i>	<i>ITE</i>	<i>Induction</i>	<i>EPD</i>	<i>Beyond...</i>
<i>Know how to use technology effectively.</i>	Know how to use technology such as tape recorders, video, projectors, computers, CD-ROM software, interactive whiteboards, digital cameras, scanners, control and sensing technology and calculators.	Know how to use the ICT hardware and software in their school.	Know how to use the ICT hardware and software more effectively in their school.	Help others to know how to use the ICT hardware and software in their school.
<i>Know how to use technology effectively to aid pupil learning.</i>	Know how to use the above to aid learning in the subjects and age groups they are trained to teach.	Use technology effectively to aid pupil learning.	Use technology with increasing impact on pupil learning.	Help others to use technology effectively to aid pupil learning.
<i>Know how to use technology effectively to support their professional role.</i>	Know how to use computer word-processing, databases and spreadsheet packages, e-mail and the internet.	Use technology to record and report pupil progress; plan lessons, find and make resources, keep up to date, contact colleagues and the wider educational community.	Use technology with increasing efficiency to record and report pupil progress; plan lessons, find and make resources, keep up to date, contact colleagues and the wider educational community.	Help others to use technology effectively to support their professional role.

Professional Skills and Application

Planning and Leading

Competence.15: Teachers will plan and evaluate lessons that enable all pupils, including those with special needs, to meet the learning objectives, showing high expectations and an awareness of potential areas of difficulty.

<i>Aspect of competence</i>	<i>ITE</i>	<i>Induction</i>	<i>EPD</i>	<i>Beyond...</i>
<i>Plan lessons that enable all pupils (including those with special needs) to meet the learning objectives.</i>	Plans have clear objectives, relevant content, resources and well-sequenced activities.	Plans have clear objectives, relevant content, resources and well sequenced activities that enable all pupils to make progress. Planning is informed by assessment of pupils' progress.	Planning is more efficient and effective through self-evaluation, including the outcomes of assessment of all pupils.	Help others to plan lessons that enable all pupils to meet the learning objective.
<i>Plan lessons showing high expectations.</i>	Plans show high but realistic expectations bearing in mind the age and attainment range of the class.	Plans show high, but realistic, expectations of all pupils, and reflect different attainment levels of pupils and other personal and social matters that may impact on their learning.	High expectations of all pupils are evident in planning and are informed by self-evaluation, including the outcomes of assessment of all pupils.	Help others to plan lessons showing high expectations.
<i>Plan lessons showing an awareness of potential areas of difficulty and confusion.</i>		Plans acknowledge prior learning of pupils and potential areas of difficulty and confusion.	Planning is informed by prior learning of pupils and areas of potential difficulty and confusion identified through self-evaluation.	Help others to plan lessons showing an awareness of potential areas of difficulty and confusion.

Professional Skills and Application

Teaching and Learning

Competence 20: Teachers will use a range of teaching strategies and resources, including eLearning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.

<i>Aspect of competence</i>	<i>ITE</i>	<i>Induction</i>	<i>EPD</i>	<i>Beyond...</i>
<i>Use a range of teaching strategies that enable learning to take place.</i>	Use a range of teaching strategies appropriate to the age, ability, interests and the experiences of pupils.	Use a range of teaching approaches effectively to promote high levels of learning and achievement.	Teaching reflects increasingly the judicious and effective use of a range of teaching strategies and is informed by self-evaluation.	Help others to use a range of teaching strategies that enable learning to take place.
<i>Use a range of resources that enable learning to take place.</i>	Use resources that motivate and support all pupils' learning.	Use resources effectively to motivate and support all pupils' learning.	Use resources selectively and effectively to motivate and support all pupils' learning. The selection and use of resources are informed by self-evaluation.	Help others to use a range of resources that enable learning to take place.
<i>Use a range of teaching strategies and resources that maintain pace within lessons and over time.</i>	Captures and maintains pupils' attention, interest and involvement through the choice of teaching strategy and resources.	Captures and maintains pupils' attention, interest and involvement through the choice of teaching strategy and resources. Ensures good pace through careful planning and organisation.	Informed by self-evaluation, uses increasingly an effective blend of teaching strategies and resources to promote and sustain high levels of attainment.	Help others to use a range of teaching strategies and resources that maintain pace within lessons and over time.

Professional Skills and Application

Teaching and Learning

Competence 23: Teachers will contribute to the development and life of the school, collaborating with teaching and support staff, parents and external agencies

<i>Aspect of competence</i>	<i>ITE</i>	<i>Induction</i>	<i>EPD</i>	<i>Beyond...</i>
<i>Contribute to the life of the school.</i>	Understand school policies and practices.	Fit in with school policies and practices; attend meetings as appropriate. Do duties. Participate in school events.	Lead the development of some school policies and practices.	Lead the development of some school policies and practices; lead meetings and school events.
<i>Contribute to the development of the school.</i>	Attend staff meetings.	Take an active part in staff meetings, working parties, etc.	Managing a subject or aspect.	Leading and managing a subject or aspect.
<i>Collaborate with teaching staff.</i>	Plan and collaborate with the teacher whose class(es) you are taking.	Collaborate with immediate colleagues as appropriate on planning, admin, assessment, etc.	Collaborate with teachers across the school, sharing ideas, etc.	Collaborate to support whole school development.
<i>Collaborate with support staff.</i>	Collaborate with support staff who are working in the class(es) you are taking.	Collaborate with support staff who are working in the class(es) you are taking.	Collaborate with support staff across the school to aid pupil development.	Collaborate with support staff for whole school development.
<i>Collaborate with parents.</i>	Understand the importance of collaborating with parents and exploiting all opportunities to do so.	Be confident in relating to parents informally and formally.	Collaborate with parents to aid pupil progress and raise achievement.	Support others in collaborating with parents, as well as doing so yourself.
<i>Collaborate with external agencies.</i>	Know the role of external agencies.	Collaborate with the external agencies who are involved with pupils that you teach.	Collaborate with external agencies to aid pupil progress and raise achievement.	Be proactive in seeking the help of and working with external agencies.

Professional Skills and Application

Assessment

Competence 24: Teachers will focus on assessment for learning by monitoring pupils' progress, giving constructive feedback to help pupils reflect on and improve their learning.

<i>Aspect of competence</i>	<i>ITE</i>	<i>Induction</i>	<i>EPD</i>	<i>Beyond...</i>
<i>Monitor pupils' progress.</i>	Monitor pupils' progress through observation, marking, targeted questioning, discussion, and the plenary.	Monitor pupils' progress through marking, observation, targeted questioning, and discussion, and the plenary.	Do the former with increasing impact on pupil progress.	Help others to monitor pupils' progress.
<i>Give constructive feedback.</i>	Offer immediate feedback to reinforce learning, challenge pupils' understanding, moving them on. Mark against the planned learning objectives and note strengths as well as areas for improvement.	Offer immediate feedback to reinforce learning, challenge pupils' understanding, moving them on. Mark against the planned learning objectives and note strengths as well as areas for improvement.	Do the former with increasing impact on pupil progress.	Help others to give constructive feedback.
<i>Help pupils reflect on and improve their learning.</i>	Use plenaries and self assessment tasks for pupils reflect on and improve their learning.	Use plenaries and self assessment tasks for pupils reflect on and improve their learning.	Do the former with increasing impact on pupil progress.	Help others to help pupils reflect on and improve their learning.

Professional Skills and Application

Assessment

Competence 25: Teachers will select from a range of assessment strategies to evaluate pupils' learning, and use this information in their planning to help make their teaching more effective.

<i>Aspect of competence</i>	<i>ITE</i>	<i>Induction</i>	<i>EPD</i>	<i>Beyond...</i>
<i>Use a range of assessment strategies to evaluate pupil learning.</i>	Know about and be able to use a range of ipsative, formative and summative assessments. Appreciate their uses and limitations.	Identify common misconceptions and intervene to address pupils' errors; make evidence-based assessments against relevant criteria.	Involve pupils in assessing both their learning strategies and their performance.	Help others to use a range of assessment strategies to evaluate pupil learning.
<i>Use this information in their planning to make their teaching more effective.</i>	Use information from ipsative, formative and summative assessments in their planning and grouping of pupils.	Use information from ipsative, formative and summative assessments to make their teaching meet pupils' needs more closely.	Continue with increasing impact on pupil progress.	Help others to use this information in their planning to make their teaching more effective.

ANNEX 2

PROFESSIONAL MILESTONES

Professional Milestones

	Core Teacher Competences	Chartered Teacher	Advanced Chartered Teacher
Professional Values and Practice	<p><i>Teachers should demonstrate that they:</i></p> <ol style="list-style-type: none"> 1. Understand and uphold the core values and commitments enshrined in the GTCNI Code of Values and Professional Practice. 	<p><i>Teachers should demonstrate that they:</i></p> <ol style="list-style-type: none"> 1. Understand and uphold the core values and commitments enshrined in the GTCNI Code of Values and Professional Practice 	<p><i>Teachers should demonstrate that they:</i></p> <ol style="list-style-type: none"> 1. Understand and uphold the core values and commitments enshrined in the GTCNI Code of Values and Professional Practice
Professional Knowledge and Understanding	<p><i>Teachers will have developed:</i></p> <ol style="list-style-type: none"> 2. A knowledge and understanding of the contemporary debates about the nature and purposes of education and of the social and policy contexts in which the aims of education are defined and implemented. 3. [i] A knowledge and understanding of the learning area/subject(s) they teach, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues. [ii] In Irish medium and other bilingual contexts, sufficient linguistic and pedagogical knowledge to deliver the curriculum. 4. A knowledge and understanding of how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum and be aware of curriculum requirements in preceding and subsequent stages. 	<p><i>Chartered Teachers will develop:</i></p> <ol style="list-style-type: none"> 2. The capacity to link theory and practice, relating and developing ideas arising from classroom teaching to current research, trends and initiatives, thus enhancing student learning. 3. An enhanced awareness of curriculum development processes embracing: definition of purposes, selection of materials and development of programmes. 4. An ability to apply emerging education technologies to underpin curricular objectives and enhance pupil learning. 5. An ability to draw upon themes and concepts common to a variety of curriculum areas/subjects/issues to reinforce understanding and learning. 	<p><i>Advanced Chartered Teachers will develop:</i></p> <ol style="list-style-type: none"> 2. An insight into the leadership of professionals and professional communities, and how to: <ul style="list-style-type: none"> • articulate and sustain commitment to school vision, priorities and targets. • engage teachers in the process of review and development. 3. An understanding of the dynamics of school improvement planning including: <ul style="list-style-type: none"> • data analysis and assessment for learning • target setting • relationship between teaching and learning outcomes • role of CPD in school improvement 4. An awareness of the social dynamics underpinning effective policy

	<ol style="list-style-type: none"> 5. A knowledge and understanding of curriculum processes, including planning, implementation and evaluation. 6. A knowledge and understanding of the factors that promote and hinder effective learning, and be aware of the need to provide for the holistic development of the child. 7. A knowledge and understanding of a range of strategies to promote and maintain positive behaviour, including an acknowledgement of pupil voice, to establish an effective learning environment. 8. A knowledge and understanding of the need to take account of the significant features of pupils' cultures, languages and faiths and to address the implications for learning arising from these. 9. A knowledge and understanding of the responsibilities under the Special Educational Needs Code of Practice and know the features of the most common special needs and appropriate strategies to address these. 10. A knowledge and understanding of strategies for communicating effectively with pupils, colleagues, parents and personnel from relevant child and school support agencies. 11. A knowledge and understanding of how to use technology effectively, both to aid pupil learning and to support their professional role. 	<ol style="list-style-type: none"> 6. An understanding of the importance of the "professional community" as a vehicle for the development of : <ul style="list-style-type: none"> • A commitment to a culture of excellence conducive to self-evaluation, innovation, creativity and the sustaining of high expectations and standards. • Collaborative planning and a sustained focus on pupil development achievement. • The knowledge and understanding necessary to act as teacher researcher. Communicate the results of school-based action research to colleagues and contribute to the school as a "learning community". 	<p>development and change management.</p> <ol style="list-style-type: none"> 5. An awareness of the potential benefits of multi-agency strategies to support school communities and possible models e.g. Education Action Zones, Communities in Schools. 6. An understanding of curriculum design and development and can contextualise this to the situation of their own school.
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	<p>12. A knowledge and understanding of the interrelationship between schools and the community they serve, and the potential for mutual development and well-being.</p> <p>13. A knowledge and understanding of the statutory framework pertaining to education and school and the specific responsibilities emanating from it.</p>		
<p>Professional Skills and Application</p>	<p>Planning and Leading</p> <p>Teachers will:</p> <p>14. Set appropriate learning objectives, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland curriculum in terms of skills acquisition and progression.</p> <p>15. Plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives, showing high expectations and an awareness of potential areas of difficulty.</p> <p>16. When appropriate, deploy, organise and guide the work of other adults to support pupils' learning.</p> <p>17. Plan for out-of-school learning, including school visits and field work, where appropriate.</p> <p>18. Manage their time and workload effectively and efficiently and maintain a work/life balance.</p>	<p>Planning and Leading</p> <p>Chartered Teachers will:</p> <p>7. Contribute to the planning process at a variety of levels while recognising:</p> <ul style="list-style-type: none"> • Legal and resource-driven imperatives and school policies, priorities and targets. • The linkage between skills development and diverse subjects/curriculum areas and how best to foster a sense of “connectedness” between subject disciplines/curriculum areas. • The reality that teaching must address the personal, the social, and the educational context, including the equality and inclusion agenda. <p>8. Contribute at an appropriate level to ongoing review or planning processes, such as:</p> <ul style="list-style-type: none"> • Whole School • Department • Curriculum/Area 	<p>Planning and Leading</p> <p>Advanced Chartered Teachers will:</p> <p>7. Contribute to strategic planning processes within the school reflecting on:</p> <ul style="list-style-type: none"> • Pupil progress • Available benchmark data • The implications of initiatives or policy changes • Legal and administrative requirements • Local conditions including parents/community perspectives • Staffing and deployment, including: <ul style="list-style-type: none"> ○ Knowledge, experience and interests ○ Professional development needs ○ Age profile

		<ul style="list-style-type: none"> • Pastoral • Unit <p>9. Be able to make linkages between planning and resource allocation, including relevant efficiency and effectiveness measure and targets.</p>	
	<p>Teaching and Learning</p> <p>Teachers will:</p> <p>19. Create and maintain a safe, interactive challenging learning environment with appropriate clarity of purpose for activities.</p> <p>20. Use a range of teaching strategies and resources, including e-learning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.</p> <p>21. Employ strategies that motivate and meet the needs of all pupils, including those with special educational needs and those for whom English is not their first language.</p> <p>22. Secure and promote a standard of behaviour that enables all pupils to learn, pre-empting and dealing with inappropriate behaviour in the context of school policies and what is known about best practice.</p> <p>23. Contribute to the development and life of the school, collaborating with teaching and support staff, parents and external agencies.</p>	<p>Teaching and Learning</p> <p>Chartered Teachers will:</p> <p>10. Employ differentiated teaching strategies which cater for a range aptitudes and abilities thus promoting skill/knowledge acquisition and pupil motivation. Where appropriate liaise with colleagues to review lessons and programmes accordingly.</p> <p>11. Work collaboratively and effectively in supporting colleagues and others in the learning environment.</p> <p>12. Accurately identify students' perceptions and misconceptions through classroom interaction eg. questioning, observations, written responses, formal assessment etc. and in doing so identify student potential and set appropriately challenging targets.</p> <p>13. Devise strategies to facilitate the development in pupils of a capacity for shared and independent learning.</p> <p>14. Develop and employ fully informed good behaviour management</p>	<p>Teaching and Learning</p> <p>Advanced Chartered Teachers will:</p> <p>8. Assist with the development of quality assurance processes for all aspects of teaching and learning including:</p> <ul style="list-style-type: none"> • Pupil outcomes • Resource utilisation • Teacher effectiveness • Leadership

		<p>strategies based on current best practice, and be able to contextualise this for particular schools / classroom settings. Act as an advisor to/ and support to colleagues.</p>	
	<p>Assessment</p> <p>Teachers will:</p> <p>24. Focus on assessment for learning by monitoring pupils' progress, giving them constructive feedback to help pupils reflect on and improve their learning.</p> <p>25. Select from a range of assessment strategies to evaluate pupils' learning, and use this information in their planning to help make their teaching more effective.</p> <p>26. Assess the levels of pupils' attainment against relevant bench-marking data and analyse this information in order to set suitable and challenging targets for their pupils.</p> <p>27. Liaise verbally and in written reports in an effective manner with parents or carers on their child's progress and achievements.</p>	<p>Assessment</p> <p>Chartered Teachers will:</p> <p>15. Use a variety of assessment strategies to measure pupils' progress, understanding and learning and, if appropriate, realign learning objectives, activities and programmes of work.</p> <p>16. Use assessment strategies to develop learners' capacity for self-assessment so that they can become reflective and self-managing learners.</p> <p>17. Demonstrate enhanced skills in the use of diagnostic testing and the planning and implementation of assessment strategies.</p> <p>18. Review performance data as a means of informing policy / management decisions within a variety of settings: - classroom, department, whole school.</p>	<p>Assessment</p> <p>Advanced Chartered Teachers will:</p> <p>9. Assist with the review of school assessment policies based on critical evaluation of existing processes benchmarked against models of best practice.</p> <p>10. Ensure that all colleagues recognise that assessment for learning is a key professional skill for all teachers that should be used in a sensitive and constructive manner.</p>

ANNEX 3

CPD GUIDING PRINCIPLES

GENERAL TEACHING COUNCIL FOR NORTHERN IRELAND

Continuing Professional Development Guiding Principles:

- All teachers should have access to appropriate Professional Development Programmes during the course of their professional lives.
- Professional Development Programmes should promote a culture of respect for diversity and equality. Such a culture would be supportive of the goal of social cohesion and the optimising of educational opportunities for all children and young people.
- Professional Development Programmes should address not only individual needs but corporate, institutional and regional priorities.
- Professional Development Programmes should be structured and developmental, offering a continuum of approaches and opportunities genuinely reflecting the varying professional/work and home circumstances experienced by teachers.
- Professional Development Programmes, whilst embracing and addressing the issues of classroom practice and competences, should also allow teachers to explore and reflect on the broader issues of philosophy and purpose in education. Such programmes should empower individuals to play an active part in defining the purpose of education itself.
- Professional Development Programmes must be structured, adequately resourced and managed in a manner that ensures cohesion, accessibility, quality and relevance.
- Professional Development Programmes should respond to the new opportunities afforded by technological change and development, e.g. Managed or Virtual Learning Environments made possible by developments in information and communication technology.
- Professional Development Programmes should take cognisance of and address the new knowledge and learning styles emerging from research outcomes and technological developments.
- The issue of accreditation of Professional Development Programmes should be the subject of further exploration and consideration.

ANNEX 4

CODE OF VALUES AND PROFESSIONAL PRACTICE

Code of Values and Professional Practice

Building dynamic professional communities

Foreword

One of the hallmarks of any profession is the commitment of its members to a code of ethics which sets out professional values and responsibilities. In establishing our Code of Values and Professional Practice we are affirming our commitment to these values and setting out our aspirations. The achievement of these lofty goals will require diligence and energy allied to a clear sense of purpose and an understanding of the significance, for both pupils and society at large, of our endeavours.

The importance to society of the process of schooling and the work of teachers should not be underestimated. Indeed, education lies at the heart of both social and economic progress. It empowers and celebrates; it shapes society and effectively secures future well-being. It is appropriate that those who are entrusted with this role should publicly affirm their commitment to excellence. The codification of the underlying values, responsibilities and aspirations of the profession is eloquent testimony to the profession's commitment to excellence in and for all.

Introduction

Teachers as a group have always understood the professional nature of their task. They have always been conscious of the special purpose behind their endeavours and how, in essence, they shape the future of society through their work with those young people entrusted to their care. That duty of care, allied to a sense of professional responsibility, is the hallmark of true professionals. In discharging this responsibility teachers have been guided by a set of values that, to date, have been implicit rather than explicit.

Values are often seen as aspirations or driving forces, often not openly articulated, which effectively shape people's lives and determine where they will direct their energies and what they will hold to be of importance. Many within our community have both understood and benefited from the profession's implicit values, and the commitment and professionalism that were an inevitable outcome of these. There is, however, merit in articulating those values if only to celebrate the high ethical standards that underpin the work of teachers in Northern Ireland. This Code provides our teachers, for the first time, with an explicit and public statement of values and professional practice. The values enshrined within the Code are also those that underpin the work of the General Teaching Council for Northern Ireland and will inform its deliberations in regard to internal policy development and external policy initiatives.

The Code seeks to:

- set out clearly the core values underpinning professional practice;
- encourage attitudes and conduct commensurate with the core values of the profession;
- provide a framework for evaluating both policies and practice; and
- enhance the status of the profession in the eyes of the public.

The Code effectively incorporates the core values articulated within the Teacher Competences Framework of 1996 and those set out by the Nolan Committee.

Core Values

The core values of the profession are as follows:

Trust
Respect
Integrity

Honesty
Fairness
Tolerance

Commitment
Equality
Service

A commitment to serve lies at the heart of professional behaviour. In addition, members of the profession will exemplify the values listed above in their working and in their relationships with others; recognising in particular the unique and privileged relationship that exists between teachers and their pupils. In keeping with the spirit of professional service and commitment, teachers will at all times be conscious of their responsibilities to others: learners, colleagues and indeed the profession itself.

Many of the commitments outlined below are also underpinned by legislation and the profession will always seek, as a minimum, to comply with both the spirit and detail of relevant legislative requirements.

Commitment to Learners

Teachers will:

- maintain professional relationships with those pupils / learners entrusted to their care which respect the learner as a person and encourage growth and development;
- acknowledge and respect the uniqueness, individuality and specific needs of each pupil and thus provide appropriate learning experiences; and
- aim to motivate and inspire pupils with a view to helping each realise his/her potential.

Commitment to Colleagues and Others

Teachers will:

- work with colleagues and others to create a professional community that supports the social, intellectual, spiritual / moral, emotional and physical development of pupils;
- promote collegiality among colleagues by respecting their professional standing and opinions and, in that spirit, be prepared to offer advice and share professional practice with colleagues;
- co-operate, where appropriate, with professionals from other agencies in the interests of pupils;
- ensure that relationships with the parents, guardians or carers of pupils, in their capacity as partners in the educational process, are characterised by respect and trust ; and
- respect confidential information relating to pupils or colleagues gained in the course of professional practice, unless the well-being of an individual or legal imperative requires disclosure.

Commitment to the Profession

Teachers will:

- as reflective practitioners contribute to the review and revision of policies and practices with a view to optimising the opportunities for pupils or addressing identified individual or institutional needs; and
- in keeping with the concept of professional integrity assume responsibility for their ongoing professional development needs as an essential expression of their professionalism.

ANNEX 5

GUIDANCE FOR SCHOOL PLACEMENTS

Suggested Common Guidelines for School Placements

The consultation exercise undertaken on the competence model by GTCNI highlighted strong support for common guidelines for school placements. Such guidelines would aim to:

- achieve consistency in approach by all of the HEIs;
- set levels of support for student teachers from HEIs and schools;
- indicate levels of support for schools by HEIs; and,
- provide a code of conduct for student teachers while on school placement.

In England, where schools receive payment for accepting student teachers on placements, formal and agreed partnership arrangements are in place. Generally, these agreements prescribe the responsibilities of the HEI and partner schools, and the roles of key personnel in the ITE process. No such arrangements are in place for Northern Ireland's HEIs and their partner schools.

Common Guidelines for School Placements

Schools and HEIs have complementary roles in teacher education. Each has a distinctive and particular contribution to make to the professional development of student teachers. HEIs can offer students an academic and professional framework of courses around which the students' development as competent teachers will be built. Without the strength and practical focus given by schools, however, the programme for student teachers would be incomplete and unsatisfactory.

The contribution made by schools goes further than helping to foster good classroom practice, important though that is. Schools can also offer a necessary perspective on the whole course of ITE, and ensure that school-based work is fully integrated into the programme for student teachers.

(The Teacher Education Partnership Handbook, paragraph 3.6, pages 25 & 26)

The following is a suggested outline for a set of common guidelines for school placements in Northern Ireland. It is unlikely that such guidelines could be put in place without more formal arrangements between local HEIs and their partner schools than exist at present.

Roles and Responsibilities of Higher Education Institutions (HEIs)

Placements

- Make arrangements for the placement of student teachers in schools that can provide consistently good levels of training.
- Ensure that schools have adequate notice of requests to take student teachers on placement and are made fully aware of the levels of training provision and support required.
- Ensure that schools have appropriate background information about the student teachers, including relevant non-confidential medical information.

Visits to partner schools by HEI-based tutors

- Ensure that each school has the required number of visits by a HEI-based tutor during the period of school placement. (Number of visits will depend on the type and duration of the course.)
- Plan and agree with the partner schools when visits will be undertaken.
- During each visit, a student teacher should be observed teaching at least one complete lesson and detailed feedback should be provided by the HEI-based tutor to the student teacher, class/subject teacher and teacher tutor. Future action in response to the student's progress will be agreed with the student, class / subject teacher and the HEI-based tutor.
- Provide additional visits to the school when there are concerns about the progress of a student teacher.

Support for student teachers

- Ensure that student teachers are adequately prepared for interacting with children and teachers in a school setting, and for the levels of competences likely to be required for effective teaching during the school placement.
- Ensure that student teachers are clear about the levels of support they can expect from the placement schools and from the HEI.
- Provide guidance as to how the student teacher's progress will be assessed, and by whom.
- Provide clear guidance as to the expected conduct of student teachers on placement in schools.

Support for partner schools

- Provide training for a school-based / teacher tutor.
- Provide resources and training materials to enable the school-based / teacher tutor to train and support class / subject teachers in whose classes student teachers will be placed.
- Provide the name and contact details of a tutor in the HEI to respond quickly to any requests from the partner school.

Quality Assurance

Monitor and evaluate the:

- quality of training and support provided by the school for student teachers;
- training of school-based / teacher tutors and class / subject teachers;
- training and support provided by the HEI-based tutor.

Make arrangements, in consultation with the selected schools, for visits by relevant external examiners / moderators.

Roles and Responsibilities of Placement Schools

Provision for Student Teachers

- Provide student teachers with experience of teaching, and guidance, advice, support and encouragement relevant to their stage of training.
- Ensure that the school-based training provided is of a consistently high standard.
- Provide student teachers with access to relevant policies and materials relevant to their stage of training.
- Provide student teachers with access to ICT facilities to support their teaching and preparation of teaching materials.

School-based Tutors

- Appoint a suitably experienced co-ordinating school-based / teacher tutor with responsibilities for all student teachers, and a suitably experienced class / subject teacher(s) for each of the classes with whom a student is placed.

The responsibilities of the Co-ordinating School-based / Teacher tutor are to:

- have overall responsibility for all of the student teachers in the school;
- manage the school team of classroom teachers / school-based tutors;
- liaise and facilitate communication with the HEI;
- identify their own training needs and those of the classroom teachers / school-based tutors and address these with support from the HEI;
- provide induction for student teachers at the start of a placement;
- approve the student teacher's timetable for the particular school placement;
- ensure that the student teachers have an appropriate range of training experiences relevant to their stage of training;
- manage and moderate the completion of all reports on student teachers and ensure their return to the HEI;
- participate in joint observation of a student teacher with the HEI tutor and / or the class / subject teacher;
- meet with student teachers each week to review progress, set targets and provide training, as appropriate;
- meet with HEI tutor during visits to school and discuss progress of individual student teacher; and
- inform the HEI promptly of any student teacher whose progress is causing concern.

The responsibilities of the Class / Subject Teacher are to:

- provide training, guidance, advice, support and encouragement for student teachers relevant to their stage of training;
- supervise the student teacher's teaching to ensure safe and effective learning for all of the pupils;
- observe student teachers regularly, at least twice a week, and provide verbal and written feedback;
- participate in joint observation of student teacher's teaching and feedback with the HEI tutor and / or Co-ordinating school-based / teacher tutor;

- facilitate student teacher's access to school policies and materials, as appropriate;
- inform promptly the Co-ordinating School-based / Teacher tutor if student teacher's progress is causing concern;
- complete all reports on student teachers; and
- attend school-based training / briefing sessions as required by Co-ordinating School-based / Teacher tutor.

Training

Release the Co-ordinating school-based / teacher tutor up to two days a year for training at the HEI.

Provide school-based training / briefing sessions for all class / subject teachers with whom a student teacher is placed.

Documentation

Complete promptly and return to HEI all reports associated with the school placement.

Quality Assurance

Monitor and evaluate the quality of training and support provided for the student teachers.

Participate in the HEIs quality assurance procedures.

Facilitate visits and interviews by External Examiners / Moderators.

Code for Student Teachers on School Placement*

Student teachers should be seen as active participants in the HEI / School partnership. Their attitude, behaviour and commitment during the school placement are just as important to its success as are the activity and professionalism of the HEI tutors and school staff.

Student teachers are likely to derive most benefit from school placement if they seek to ensure that good personal and professional relationships are established with those with whom they work.

Student teachers should:

- regard the authority of the school principal as applying to them as much as to other members of the school staff;
- arrange to meet the principal at a specified time on or before the first morning of a period of school-based work;

- show respect for all members of the school community and for conventions about the use of the school's facilities including the staffroom;
- remain in the school for the whole of every working day throughout the period of the placement, unless there are circumstances which have been communicated to, and accepted by, the principal and HEI tutor;
- ensure that the school and HEI are informed promptly if they are likely to be late or absent during the placement;
- show enthusiasm and be pro-active in relation to the range of training opportunities which schools have to offer;
- conform to the conventions of dress and personal appearance which are observed by teachers in the school;
- adopt patterns of writing and speaking that set pupils a good example, and that are appropriate for the teaching profession;
- consult with the teacher tutor or class teacher about such topics as schemes of work, teaching and learning resources, teaching aids, equipment, and discipline procedures;
- respond promptly to advice given and to requests from school staff and HEI tutors;
- complete all school-based tasks (as required by the course) in co-operation with the school, and all documentation in the format required including teaching file, profile, pupil assessment details;
- remember that physical contact with pupils, for example, touching, pushing, pulling, tapping and prodding, might be perceived as constituting assault, and therefore any physical contact with pupils must be avoided;
- make sure that school resources, including photocopying, are used in line with school policy, and at the end of the placement, they have returned all books, keys, equipment or materials made available for their use by the school; and
- seek advice from the class teacher about their planning and preparation of lessons, and feedback on their teaching of the lessons.

(*Based on code suggested in the Teacher Education Partnership Handbook Section 3.6.3, page 28)

ANNEX 6

CPD: PROPOSAL FOR PILOT SCHEME

CPD: Proposal For Pilot Scheme

In keeping with the proposals of the NITEC Report and the Council's commitment to an entitlement model of CPD, consideration should be given to the development of a pilot programme of individualised CPD, embracing a variety of schemes including:

- professional development bursaries;
- visits/exchanges;
- teacher research scholarships; and
- teacher sabbaticals.

1. Eligibility for Participation

The pilot scheme would be restricted in the initial stages to teachers employed full time in grant-aided schools in Northern Ireland. Should any initial pilot programme be extended then the eligibility criteria would be amended.

2. Application Process

The process would be tightly structured to allow for evaluation of proposals and subsequently the CPD activities themselves. An essential component of application would be a requirement to demonstrate how the proposed activity will actively enhance professional performance. In addition, the approval of the school/governors will be required and a commitment from the applicant to submit a summary of work undertaken for publication.

3. Appropriate Activities

The activities listed below are for illustrative purposes only.

- Bursaries:
 - attendance at workshop, seminar, conferences;
 - course fees; and
 - departmental work in respect of approaches to teaching.
- Visits/Exchanges:
 - classroom observation within a school or between schools (note: not as part of a formal performance management scheme);
 - visits to other schools;
 - work shadowing/peer mentoring;
 - exchanges between similar posts in different schools; and
 - travel and subsistence.

▪ Teacher Research Scholarships

The Council would envisage that this strand of CPD would embrace small scale action research studies with participating teachers linking to other bodies/ individuals who will act as mentors or advisors.

Note: aspects of higher degree studies might be facilitated here, i.e. research-based dissertations submitted in part-fulfilment of Higher Degrees. Equally such action research may simply reflect an identified need not linked to formal study.

Areas of research might include:

- behaviour management;
- primary/post-primary transition;
- special needs;
- diagnostic testing; and
- multiple intelligences work.

▪ Teacher Sabbaticals

Sabbaticals, by their nature, will provide for more in depth developmental work. Sabbaticals will be restricted to experienced teachers, i.e. those who have 10 years or more continued service in a grant-aided school.

Sabbaticals would not be available to facilitate full-time academic study in award bearing courses, i.e. MSc. etc, but would allow for:

- small-scale research partnerships with an HEI;
- placements in business, public or voluntary sectors; and
- other planned professional development projects.

4. Funding

As is the nature of pilot schemes they are exploratory in nature and evolve over the duration of the scheme. Given this reality decisions regarding funding are initially tentative; that said there is a precedent to be found in the experience of GTC Wales who in comparable circumstances offered funding as follows:

Bursaries	£500
Visits Exchanges	£1500
Research Scholarships	£3000
Teacher Sabbaticals	£5000

The logistics of application - approval - payment and evaluation would be dependent on the timing of any pilot, the quantum of funding made available and the need to work with the constraints of the school year particularly in regard to a request for a teacher sabbatical.

ANNEX 7

MEMBERSHIP OF THE ADVISORY GROUPS

Teacher Competences Advisory Group

Dr Roger Austin	University of Ulster
Dr Leslie Caul	GTCNI
Mr John Colgan	GTCNI
Mrs Anne Connolly	CASS, North Eastern Education and Library Board
Mr Eddie Ferguson	Ballymagee Primary School, Bangor
Professor John Gardner	GTCNI
Ms Aedín ní Ghadhra	GTCNI
Mrs Valerie Haslett	Ebrington Primary School, Londonderry
Ms Naomi Kells	Euston Street Primary School, Belfast
Mr Tony Lappin	GTCNI
Mrs Alice Lennon	CASS South Eastern Education and Library Board
Ms Marie Lindsay	St Mary's College, Derry
Ms Teresa Livingstone	Corpus Christi College, Belfast
Mr Paul McClenaghan	Regional Training Unit
Mr Jim McDaid	Northern Ireland Teacher's Council
Mr Vivian McIver CBE	Education and Training Inspectorate
Mrs Mary McLaughlin	Council for Catholic Maintained Schools
Mr Seán Moran	Open University in Ireland
Mrs Rosemary Nicholl	CASS, North Eastern Education and Library Board
Dr Margaret Reynolds	St Mary's University College
Dr Robert Rodgers OBE	GTCNI
Mrs Ursula Smyth	Malone College, Belfast

Continuing Professional Development Advisory Group

Mr Ivan Arbuthnot	GTCNI
Mrs Una Brennan	Parkview Special School, Lisburn
Mrs Jeannette Chapman	GTCNI
Ms Monica Cummings	GTCNI
Mr Richard Egan	GTCNI
Dr Si Gordon	Education and Training Inspectorate
Ms Leigh Henderson	Anahilt Primary School, Hillsborough
Dr Tom Hesketh	Regional Training Unit
Mr Hugh Kearns	Stranmillis University College
Dr Ruth Leitch	Queen's University Belfast
Mrs Martina Martin	Ballymoney Nursery School, Ballymoney
Mrs Sheila McCaul	CASS, Western Education and Library Board
Mrs Sally McKee	GTCNI
Mrs Hazel Mullan	CASS, Southern Education and Library Board
Mrs Brenda O'Connor	St Pius X High School, Magherafelt
Mr Kevin O'Hara	Council for Catholic Maintained Schools
Mr John Pollock	Northern Ireland Teacher's Council
Mr Aaron Smiley	Wellington College, Belfast

Academic Secretary

Mr Roy Downey acted as Academic Secretary to the Advisory Groups

GTCNI Support Staff

Mr Eddie McArdle

Mr Barney Ball

Mr Gerry Devlin

Mrs Yvonne McCool

This document will be posted on our website and copies will be available from the address below.

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