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The Teaching Council

Update on the Continuum of Teacher Education

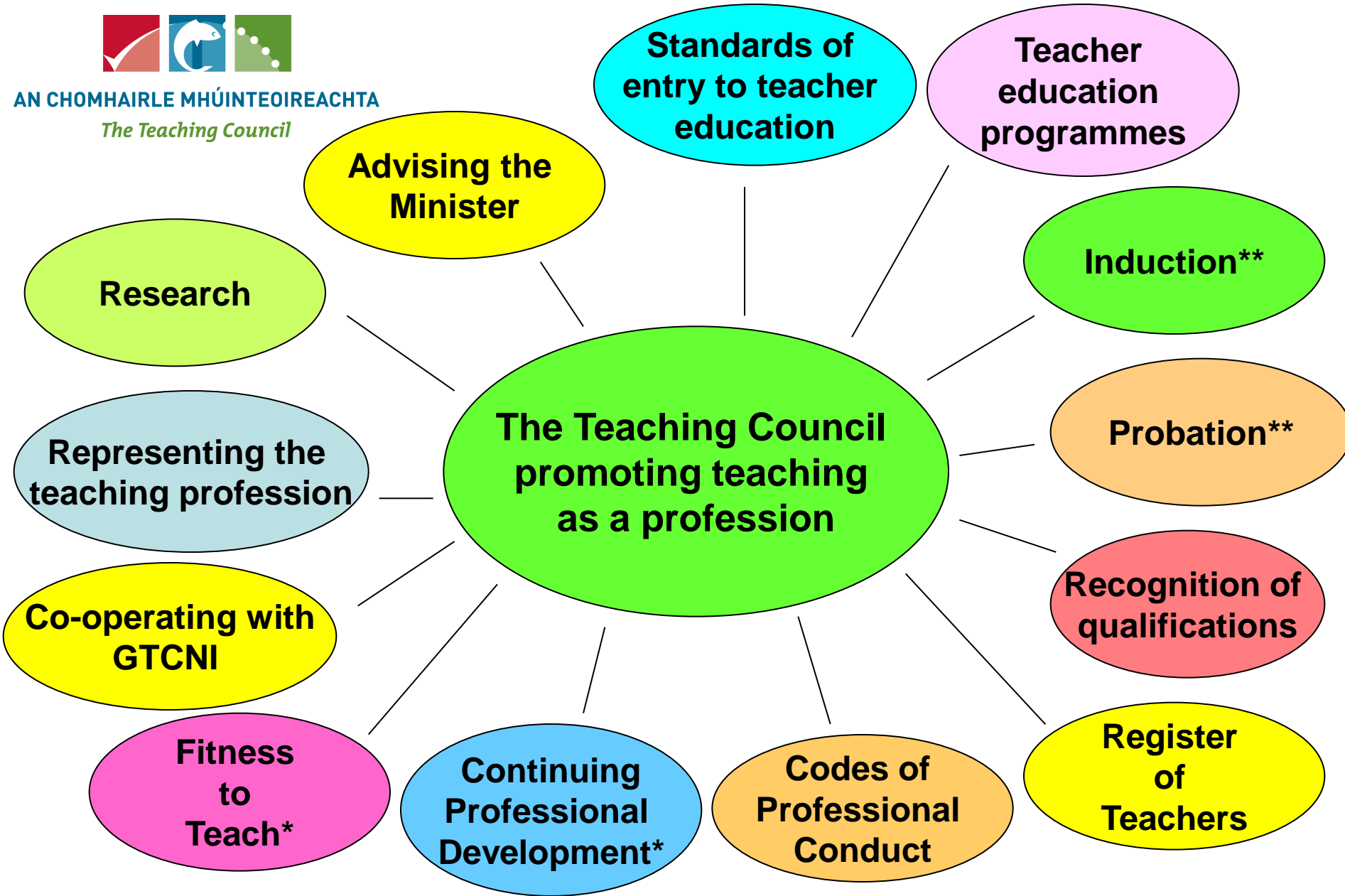
AHEAD conference

15 March 2012





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Background to Continuum Policy

- Evolving and Dynamic Context for Teaching
- Fragmentation in teacher education a significant problem
- Some ITE programmes overloaded and based on outdated models of provision
- Induction not consistent across primary and post-primary
- CPD overly focused on system needs, rather than individual or school needs





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Overview of Policy Paper

- Published in June 2011
- Based on new “3 I’s”: Innovation, Integration, Improvement
- Includes definitions of ITE, induction and CPD
- Also includes specific principles under each





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Initial Teacher Education

- “Should equip NQTs with a set of competences to facilitate quality learning and cater for educational priorities such as literacy and numeracy, ICT and inclusion”.
- “Selection procedures should assess...the broad range of factors, which may impact on the applicant’s suitability for entry. In that context there should be a review of entry requirements... [which] would facilitate entry to the profession by underrepresented groups and alternative ways for assessing competence in numeracy, literacy and Gaeilge, as appropriate, prior to entry.”



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Induction

- “A programme of teacher education which takes place during that critical period at the beginning of an [NQT’s] career...
- Purpose = systematic personal and professional support
- Support is primarily school-based
- Builds on ITE and lays foundations for subsequent personal and professional growth
- “Council is considering how such procedures might dovetail with the probationary process.”





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Continuing Professional Development

- “Comprises the full range of educational experiences designed to enrich teachers’ professional knowledge, understanding and capabilities throughout their careers.”
- A right and a responsibility
- Should be based on teachers’ identified needs within the school as a learning community
- Council intends to work towards a position where engagement in CPD is mandatory for renewal of registration



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Initial Teacher Education - Update

- Criteria and Guidelines published in June 2011
- Provide for extended and restructured programmes
- Apply to all concurrent programmes from 2012
- Apply to all consecutive programmes from 2014
- Regulations currently being revised to reflect new requirements





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Key Areas Covered

- Programme Duration
 - Concurrent 4 years
 - Consecutive 2 years
- Programme Design
 - Prescribes balance of programme components
- Programme Content
 - Enhanced focus on numeracy and literacy
 - Mandatory areas prescribed, e.g., Inclusion





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Other Criteria

- Changes to assessment of school placement and literacy/numeracy
- School placement
 - Extended duration
 - New model including at least one 10 week placement and at least two placement settings
- Staffing
 - Staff profile
 - Ratio of staff to students





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Learning Outcomes

- Map onto NFQ
- Must be reflected in expected outcomes for individual modules





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Recent or planned developments in ITE

- Revised Medical Information Form introduced
- Colleges interested in membership of DARE programme
- Revised Entry Requirements – to include proposal re ISL. Consultation to commence later this year.
- Proposal to be submitted to Council for B.Ed. ISL – to be considered under Regulation 3
- NCSE Policy document on deaf education published



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Induction Update

- CEPP Consultation Document published Jan. 2012
- Includes:
 - guiding principles
 - details of school-based and out-of-school strand
 - standards for full registration
 - proposed arrangements for phased introduction
- Must be of at least (100 days) 300 hours duration and completed within 3 years





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CPD - Update

- Relevant sections of TC Act not yet commenced
- Framework to be developed





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