

# **Competences and the Facilitation of Inclusion**

# **A Philosophical Backdrop**

**‘The End of Education: redefining the value of education’ –Neil Postman 1996**

**.....education does not simply serve a public. It *creates* a public.....**

**What kind of public does it create?**

**The answer has nothing to do with testing, teacher accountability or other aspects of managing schools it has to do with a *shared narrative* and the capacity of such to provide an inspired reason for schooling.**

# All Children Need

- Ears that hear the whispers of life
- Eyes that see both things & possibilities
- Mind that understands uncertainty
- Heart that knows the joy of success & the fun of failure
- An abiding sense of curiosity and wonder

**Developing Teachers The Challenges of Lifelong  
learning.** Day, C. Falmer Press 1999

**‘Teachers cannot limit their work to the classroom only, leaving the larger setting and purposes of schooling to be determined by others. They must take active responsibility for the goals to which they are committed, and for the social setting in which these goals may prosper.’**

# Sockett 1993

**“It is... impossible to talk extensively about teachers and teaching without a language of morality.”**

**“Holding ideals is not exhibiting warm and fuzzy feelings but needs to be valued as part of intensive educational debate about fundamental purposes ...the absence of which undermines the heart of professionalism...”**

**GTCNI RESPONSE:**

**Charter**

**Code of Values**

**Competences**

**We commit ourselves to the  
promotion of education as a  
liberating enterprise to be enjoyed  
by all.**

**GTCNI Charter for  
Education**



**We believe that education is a  
lifelong journey through which all  
can develop the ability to  
participate fully in society and lead  
lives that are both life creating and  
fulfilling;**

**GTCNI Charter for Education**

**We call for the development of an  
education service that ensures  
excellence for all, irrespective of  
ability or needs;**

**GTCNI Charter for Education**

# **Code of Values**

# GTCNI - Code of Values

- **Trust** **Honesty** **Commitment**
- **Respect** **Fairness** **Equality**
- **Integrity** **Tolerance** **Service**

# Commitment to Learners

**Teachers will:**

**acknowledge and respect the uniqueness, individuality and specific needs of each pupil and thus provide appropriate learning experiences.**

# Competences

Note the competence document: *Teaching: the Reflective profession* can be downloaded at

[www.gtcni.org.uk](http://www.gtcni.org.uk)

Hard copies will be made available at GTCNI in  
Belfast

# Professional Knowledge & Understanding

See competences

6 ---7---9---10---10---11

# **Professional Skills & Application**

## **Planning and Leading**

**See competences**

**14---15---16**



# **Professional Skills & Application**

## **Teaching and Learning**

**See competences**

**19---21---22**

# **Professional Skills & Application Assessment**

**See competences**

**24---25---26**

# Dimensions of Development 1

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- **greater complexity in teaching e.g. in handling mixed-ability classes, reluctant learners, classes marked by significant diversity, or inter-disciplinary work;**
- **the deployment of a wider range of teaching strategies;**
- **the ability to adduce evidence of one's effectiveness;**
- **basing teaching on a wider range of evidence, reading and research;**

The real voyage of discovery consists both in seeing new landscapes but also in seeing with new eyes.

**“And the end of all our exploring,  
will be to arrive where we started,  
and know the place for the first  
time.”**

**T. S. Eliot**

**For inclusion has and always will be part of our  
mission as teachers!**

# Moral Visionary Profession

“...making teaching into a moral, visionary profession once more where teachers know and care about their world as well as and as part of their work.

*It means teachers recapturing their status and dignity as some of society's leading intellectuals, and not being the mere technicians, instruments and deliverers of other people's agendas.....*

Those who focus only on teaching techniques and curriculum standards and who do not also engage teachers in the greater *social and moral questions* of their time, promote a diminished view of teaching and teacher professionalism that has no place in a sophisticated knowledge society.”

Hargreaves A. Teaching in the Knowledge Society 2003

# The Teacher of the 21<sup>st</sup> Century

## **Hominus Steroidicus B.Ed**



# School:- Socialisation to Conformity

## *demands:*

**“adherence to the dictates of social convention and it privileges routinized behaviour over critical action. Its centripetal force pulls towards reproducing the status quo in behaviour as it mediates our subjective capacity to intervene in the world. Education when dominated by the discourse and discursive practices of conformity, scripts a mechanistic training”**

**Britman,D. (1991) Practice Makes Practice SUNY Press**

**Cited in: ‘Identities and their Relation to Workplace Landscapes’ Reynolds,C. In ‘changing Research and Practice’ ed. Kompf, M , Bond W.R. et al – London. Falmer . 1996**

# Sergiovanni

- ***Contracts***: characterised by rules, prescription and sustained by promises of gain or threat.
- ***Covenants***: characterised by loyalty, obligation, duty, a sense of identity and reciprocity.