

Extract from Northern Ireland Teaching Competences related to Inclusive teaching

Requires a values-based approach to teaching

Sockett (1993) suggests that:

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

Dalmau and Gudjonsdottir (2002) sought to identify the diverse roles that professional educators embrace depending on their circumstances and opportunities. These include acting as:

pedagogues and experts in teaching and learning: activist teachers share their knowledge and understandings in an ongoing professional dialogue;

reflective and critical problem solvers: teachers continuously monitor pupil progress and learning within the classroom; outside that environment they reflect both as individuals and as communities of practice on their practice and pupil progress;

researchers and change agents: in seeking a deeper understanding of their practice, or in seeking to plan for change, teachers use a variety of evaluation and action research techniques to collect and interpret findings, to inform their thinking and decision making; and

creators of knowledge and theory builders: in the process of reflective practice and action research teachers develop new understandings of learning, teaching and educational change. The above resonates with the Council's concept of the reflective and activist practitioner who, individually and collectively, will reflect on the nature and purposes of education, and will seek to act as both a shaper of policy and a well informed critic of proposals and reforms.

Core Values

The core values of the profession are as follows:

<i>Trust</i>	<i>Honesty</i>	<i>Commitment</i>
<i>Respect</i>	<i>Fairness</i>	<i>Equality</i>
<i>Integrity</i>	<i>Tolerance</i>	<i>Service</i>

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 work 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 pupil/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 their potential.

Professional Knowledge and Understanding

Teachers will have developed:

2. a knowledge and understanding of contemporary debates about the nature and purposes of education and 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, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues; and

(ii) in Irish medium and other bilingual contexts, sufficient linguistic and pedagogical knowledge to teach 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, parents, colleagues 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, and how this competence embeds across all of the competences.

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/outcomes/ intentions, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland Curriculum* in terms of knowledge, skills acquisition and progression.

15. plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives/outcomes/ intentions, showing high expectations and an awareness of potential areas of difficulty.

16. deploy, organise and guide the work of other adults to support pupils' learning, when appropriate.

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 eLearning 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 and additional educational needs and for those not learning in their first language.

**including the Northern Ireland pre-school curricular guidance that applies in the nursery sector.*

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.

23. contribute to the life and development 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 benchmarking data and understand the relationship between pupil assessment and target setting.

27. liaise orally and in written reports in an effective manner with parents or carers on their child's progress and attainments.