TE4I Project

Stavanger, Norway

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Current Irish Context - Role of the Teaching Council

- review and accredit teacher education programmes (ITE)
- review the standards of knowledge, skill and competence required for the practice of teaching
- promote the continuing education and training and professional development of teachers
- conduct research into the continuing education and training and professional development of teachers
- review and accredit programmes relating to the continuing education and training of teachers
Current Irish Context - new developments and opportunities for TE4I

- The Teaching Council
  - Codes of Professional Conduct for Teachers
  - Strategy for the Review and Accreditation of Programmes of Teacher Education
  - Draft policy on the Continuum of Teacher Education

- The Department of Education and Skills
  - Strategy on literacy and numeracy
  - Extension of duration of ITE programmes

- Teacher Educators
  - Reconceptualisation of ITE programmes
Initial response to TE4I Profile from limited sample

• A human rights approach to inclusive education is welcomed

• Underpinning philosophy of the document aligns well with the Irish approach to teacher education

• Issues such as diversity, multi-cultural education and inclusion are integrated within many ITE programmes

• The portrayal of values in the Codes of Professional Conduct for Teachers supports the TE4I Profile

• A move to a four-year BEd programme will allow for enhanced opportunities for students to develop the range of skills, knowledge and attitudes to be inclusive
Initial response to TE4I Profile from limited sample

The range of competences outlined in TE4I p.42 provide a useful framework for teacher educators. However, the competences do not however refer to the following:

- a recognition of, and respect for, the dignity of the individual
- commitment to social justice and the rights/entitlements of individuals
- an appreciation and exploration of the role and contribution of the teacher to society
- the recognition, appreciation and accommodation of the impact of a diverse society and of diverse social and educational needs on the work of the school
- promotion of a strong sense of community and of an ethic of responsibility within schools and classrooms
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