

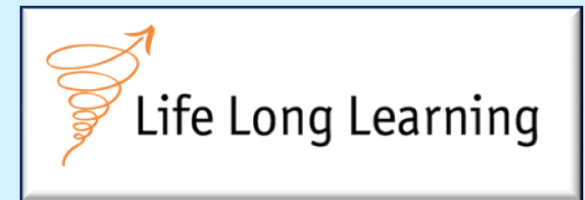
European Agency Teacher Education for Inclusion

Teacher Education in
Northern Ireland: A
Competence-based Model

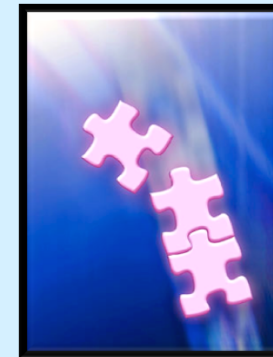
Martin Hagan

Teacher Education in Northern Ireland

- A **professional development** model based on **life-long learning**



- A model based on **different phases**
 - Initial teacher education
 - Induction
 - Early professional development
 - Continuing professional development



- An **integrated model** based on partnership between
 - HEIs
 - ELBs
 - Schools



Teacher Education – a competence model (GTCNI 2006)



- Outlines what student teachers, teachers in induction, in early professional development and in continuing professional development should **know** and be able to **demonstrate** during each phase



Teacher competences and reflective practice

- **GTCNI** has set out **27** competence statements under three broad headings
 - Professional values and practice
 - Professional knowledge and understanding
 - Professional skills and application
 - Planning and leading
 - Teaching and learning
 - Assessment

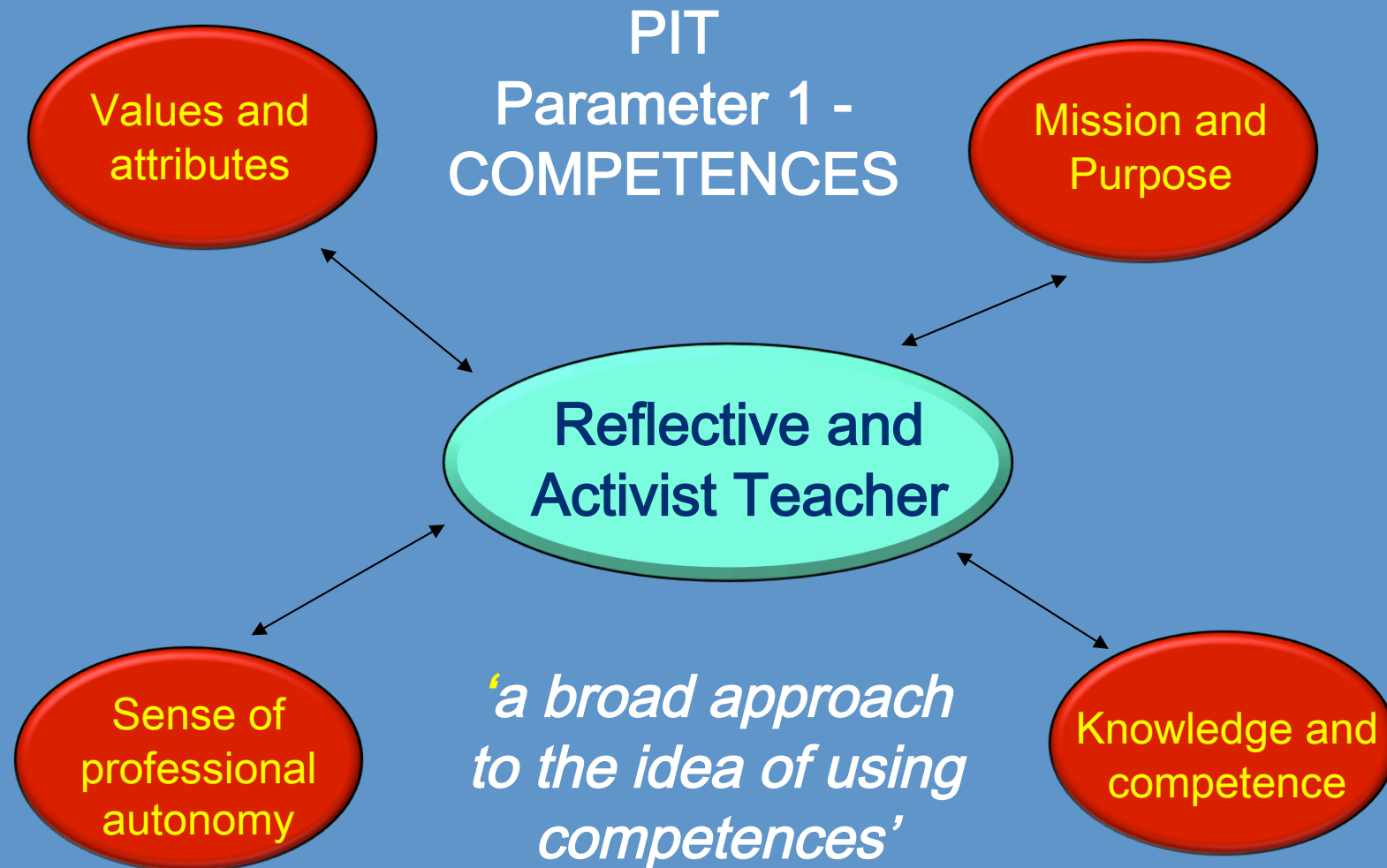
Value of Competence Based Model

■ A competence based model:



- assists the process of **personal reflection** and the **identification of professional needs**;
- provides a **shared language** to discuss teaching, learning and professional development;
- provides a **foundation** for the **support** of beginning teachers.

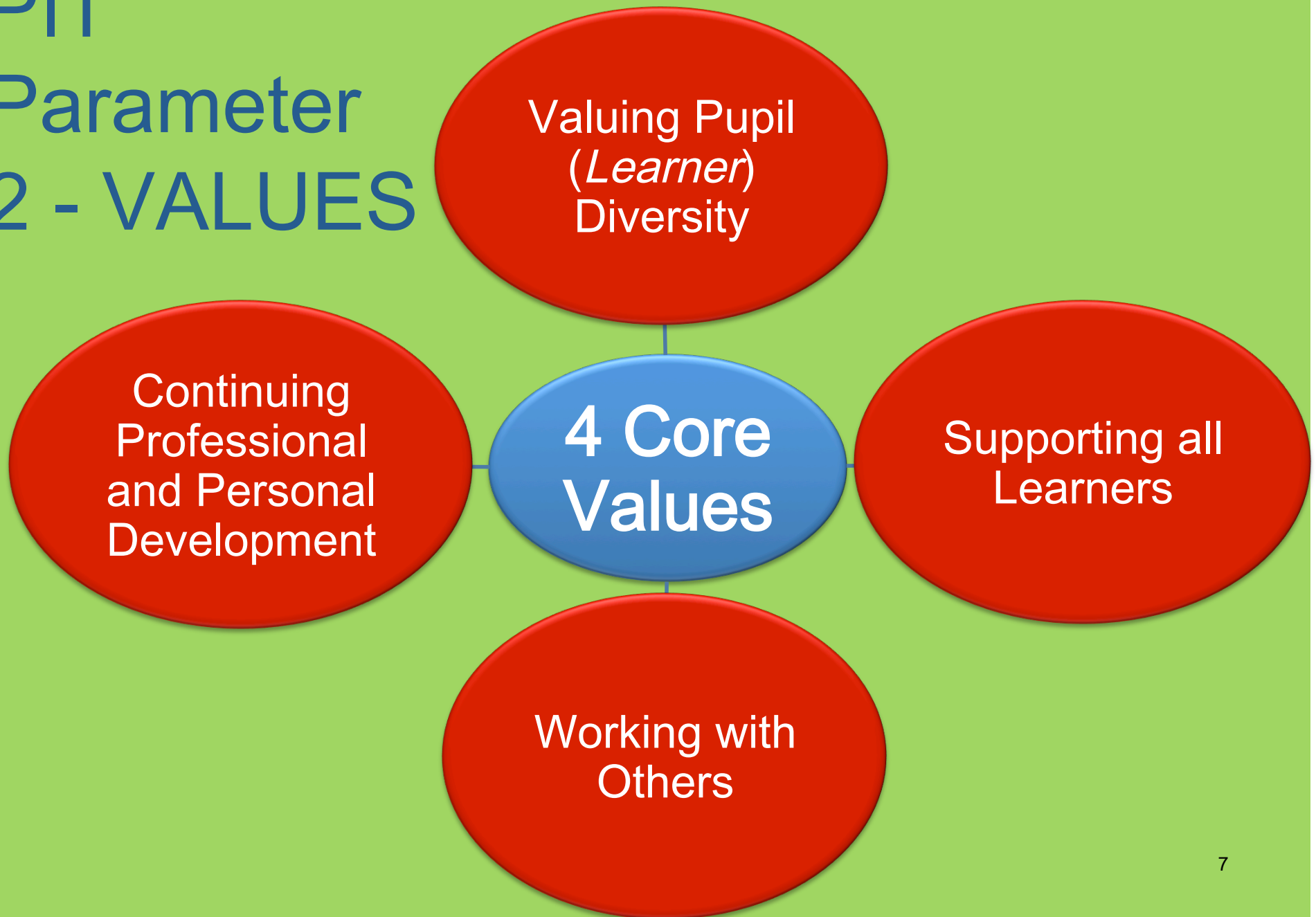
Why a competence-based model for teacher education?



PIT

Parameter

2 - VALUES



The GTCNI - 9 core values underpinning teacher education



Trust



**I
Respect**

**We
Respect**

Respect



Integrity



Honesty

fairness



**I will
treat
others
fairly!**

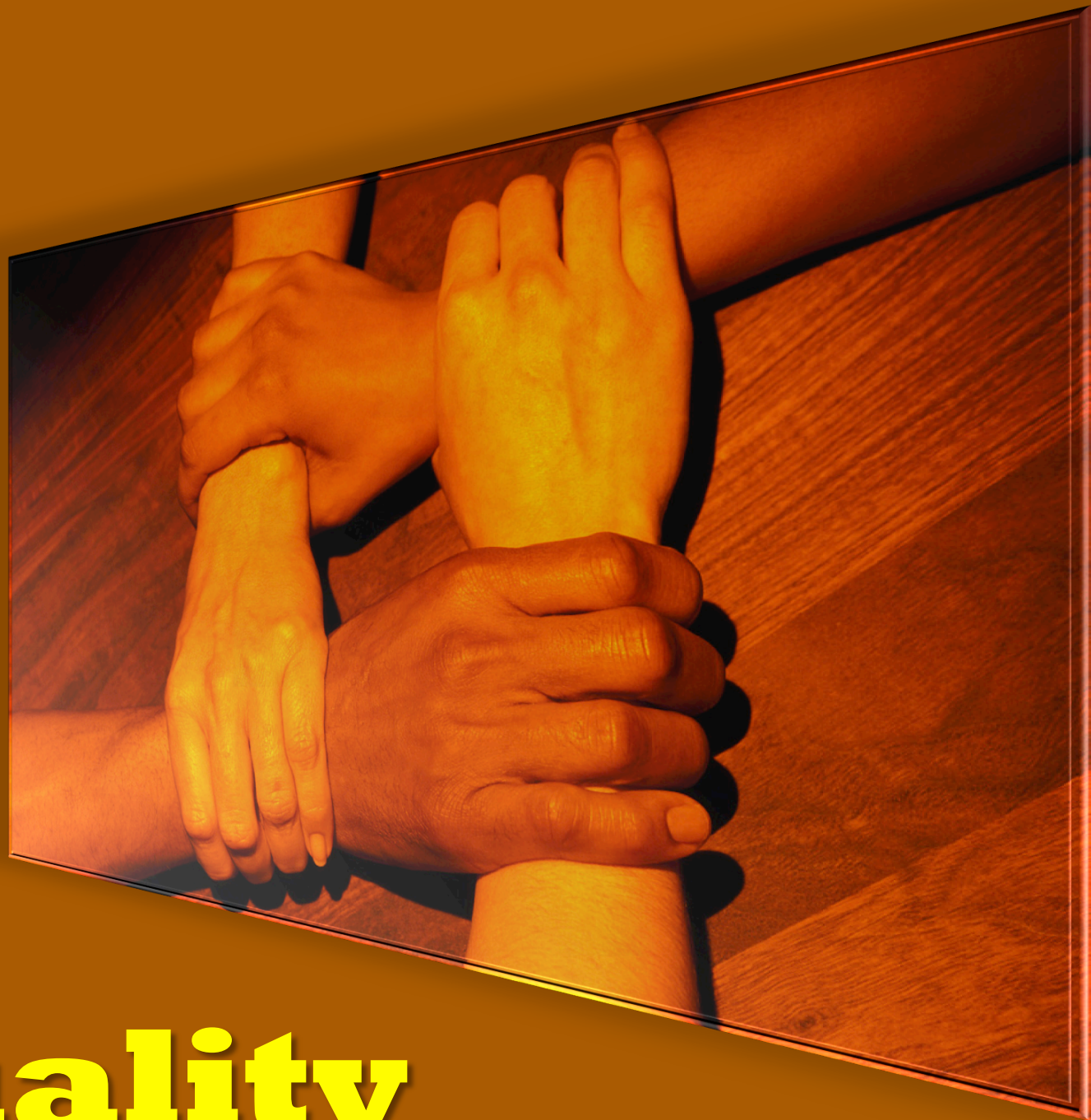
Fairness



Tolerance

Commitment

COMMITMENT
You're either in or you're out.
There is no such thing as life in between.



Equality

Service



The GTCNI core values

- Trust

- Integrity

- Fairness

- Commitment

- Service

- Respect

- Honesty

- Tolerance

- Equality

Reflective of the PIT Four Core Values

Implications for practice – a case study



Bachelor of
Education
Primary

Bachelor of
Education
Secondary

Postgraduate
certificate in
Education

Master of
Education

Key themes

- Literacy
- Numeracy
- ICT
- Special Needs
- Inclusion and diversity
- DMU
- Social Justice
- Sustainability and Development
- International outreach
- Creativity
- Entrepreneurship
- STEM



Inclusion

Key features

Core, peripheral, specialist provision

Primacy of literacy and numeracy

School experience and professional development

Distribution of SE and Alternative placements

Subject specialism – Leadership for learning

M- Level accreditation

BEd 4

- Education specialism
- Capstone

Challenges to inclusive practice

Student and teacher profile of experience

‘Parochialism’

School system structure

Academic selection

A ‘one world view’ on education, learning and achievement

Lack of real ‘connectivity’ across the phases

Stagnation and inertia in policy development for ITE

Difference in political / educational ideology