



General Teaching Council
for Northern Ireland

General Teaching Council for NI

termtalk

The Official Newsletter of the General Teaching Council

SEPTEMBER 06

termtalk



As a new year begins the teaching profession finds itself in a rapidly changing educational environment, and it is wholly understandable for

many teachers to have concerns as to how the promised educational reforms will be managed and implemented.

With this 'environment' in mind **termtalk** addresses how change can be managed and how to ensure that the renewal and re-empowerment of the profession remains central to any change agenda.

In this edition the Minister for Education, Maria Eagle, sets out the reforms that will be introduced as a result of the 2006 Education Order and we also examine the change management role played by school leaders and how innovation can be facilitated through ICT.

In addition, **termtalk** provides a summary of the professional support available to those undertaking induction and early professional development.

The coming school year will also see the election of a new Council and I would like to take this opportunity to thank the outgoing Council for their efforts over the past four years and wish them well for the future.

Eddie McArdle

Eddie McArdle
Registrar, GTCNI

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Teaching: Challenge and Opportunity

This edition of *termtalk* reflects on the issue of change and how best the pressures arising from the pace of reform can be managed. We are pleased that the Minister, Maria Eagle, has chosen *termtalk* as the vehicle to set out her agenda and her hopes and aspirations for the future of education in Northern Ireland.

The changes enshrined in the 2006 Education Order are far reaching, and in regard to the curriculum, they mark a very significant move away from centrally imposed standardisation to, as the Minister points out, a return to a situation where teachers will "...use their professional judgement to tailor the scope and pace of learning to their pupils' individual needs." The resurrection of the notion of professional judgement and

autonomy is an important step; this, taken in conjunction with the Education and Training Inspectorate's move towards the increasing use of self-evaluation, as a core component of quality assurance in schools, shows a welcome respect for the integrity of teachers as professionals.

The importance of this change should not be underestimated as we move to implement the revised curriculum arrangements, and plan for the administrative changes that will flow from the Review of Public Administration (RPA).

If we are to maintain our focus in this time of accelerating change, then we need a profession that is passionate about the mission of education and is driven by a commitment to excellence in and for all.

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GTCNI - a new voice for teachers

GTCNI Notice Board

Charter for Education Launch

Will Haire, the Permanent Secretary of the Department of Education, launched the General Teaching Council for Northern Ireland's Charter for Education in the Stormont Hotel, Belfast.

The Charter which has been endorsed by all of the stakeholders in education, from teachers to employers, and policy makers to politicians, sets out clearly the purposes of education and the actions required from all if we are to prepare our children adequately for the challenges of the future. Commenting on the Charter the Registrar of the General Teaching Council for Northern Ireland (GTCNI) Eddie McArdle said:

"Education is the subject of much discussion in society, and rightly so, but what has been missing thus far has been a common or agreed understanding as to the core purposes of education. The Charter is also a timely reminder that the process of education is not confined to the school alone but is a co-operative exercise involving families and the wider society."

Speaking of the dedication of teachers he continued: "We in the profession have always recognised and readily embraced our responsibilities as evidenced by our own Professional Code. What this Charter does is afford the other partners, an opportunity to affirm their commitment to the development of a world-class education service."

Pictured are Will Haire (right) with Eddie McArdle the Registrar of GTCNI.



Cross Border Human Rights Education Conference 2006

20th October 2006
Wellington Park Hotel, Belfast

This conference, hosted by the Lift Off Initiative, will act as a showcase for good human rights education practice in primary schools both locally and internationally.

For more information visit www.amnesty.org.uk/ni or contact Mary Kerr on 02890 643000.

GTCNI Notice Board

A date with Benjamin Zander

The Regional Training Unit (RTU), the Ulster Orchestra and the Bank of Ireland have come together to present an exciting week of activity in March 2007 with the inspirational conductor and management guru Benjamin Zander. They will work with Zander to present a week long programme of events on the theme of leadership, targeted at leaders in education and business in Northern Ireland. Benjamin Zander will also conduct two concerts with the Ulster Orchestra: the first, Classical Fever, will be free to school children over the age of 12 and is an orchestral concert for the uninitiated.

Mr Zander shows that all listeners can respond to classical music when someone helps to make the connection between the music and their lives. The second Ulster Orchestra Season concert will be in the Waterfront Hall on 9th March 2007.

Contact details for Benjamin Zander events:

RTU Leadership Session for Leaders in Education (Tuesday 6th Mar 2007):

Contact Chris Dardis, RTU, cdardis@rtuni.org

Business Leadership Session (Tuesday 6th Mar 2007):

Contact Mary Trainor m.trainor@u-o.org.uk

School Bookings for Classical Fever (Wednesday 7th Mar 2007):

Contact the Ulster Orchestra Education Department for more details on **028 9068 9065** or **028 9068 9066**.

Ulster Orchestra Season Concert in Waterfront Hall

(Friday 9th Mar 2007) – view www.ulster-orchestra.org.uk

ULSTER
ORCHESTRA



Bank of Ireland



Red Cross CPD Opportunity

The Red Cross is inviting primary and secondary schools in Northern Ireland to take part in an exciting new CPD project which will provide free training and teaching resources to support the delivery of the global dimension, in line with the revised Northern Ireland curriculum. Teachers will have an opportunity to participate in an induction day and 'twilight sessions'.

Examples of topics include:

The work of the Red Cross/NGOs; Refugees and Asylum Seekers; Child Soldiers; Disasters and Emergencies; War and Conflict; and Dealing with Controversial Issues

For further information contact:

Orla Devine,
Humanitarian Educator
at odevine@redcross.org.uk

or

Tel: 028 90 246400
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BritishRedCross

Teaching: Challenge and Opportunity

continued from front cover ►

Passion and commitment are key aspects of a new concept of professionalism that will be required to meet the challenges that are ahead.

Fried¹ reminds us that:

“ *Passionate people are the ones who make a difference to our lives.* **”**

Whilst Palmer² sounds a note of warning to all would be reformers that:

“ *...reform will never be achieved simply by renewing appropriations, restricting schools, rewriting curricula and revising texts...* **”**

The failure of significant elements of the reform package ushered in by the 1989 Education Reform Order are eloquent testimony to the truth of Palmer's assertions.

What then of passion and commitment? How do we develop and more importantly sustain these



qualities? Perhaps the first step in the process is the recognition that we need, as a profession, to re-engage in the public debate on the core purposes of education and reflect once again on the ideals that underpin our work. Some might suggest that this smacks of a romanticising of the work of teachers; GTCNI does not subscribe to this view. The significance of ideals, values, and a sense of mission are increasingly recognised as essential elements in professional discourse. Socket³, is forthright in regard to this issue:

“ *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.* **”**

Ideals, of course, prosper in community and are crystallised and internalised via dialogue and collegiate action. It follows then that we must work to create an environment where, as a profession, we become active agents in the production of a new pedagogic discourse, sharing views, exploring alternative perspectives and deepening our professional understanding. We must create the conditions where teachers can reflect collaboratively and share insights and thus create communities of practice in which the importance of collective intelligence, creativity, flexibility, co-operative problem solving, life-long learning, professional trust and risk taking are recognised and valued. Interestingly, the list above corresponds closely with both the core aims of the revised curriculum and, as importantly, the qualities that our pupils and students will require if they are to prosper in the new knowledge economy. Some commentators talk of the need for the development of social capital and see this dynamic as a vital element in energising the intellectual capital within schools and indeed within the profession at large.

The need to build social capital, as a means to energising the intellectual capital within the profession, has implications for the processes of professional development we make

Teaching: Challenge and Opportunity

available to our teachers. In devising new approaches and strategies we must be mindful that what is not acceptable is the adoption or promotion of crude behaviourist or top down models of professional development, which as Dadds⁴ reminds us:

“ ... assume erroneously that ‘good practice’ will come about from those outside schools making judgements for, and on, those inside. ”

What is required is that we create a development infrastructure that helps teachers identify their development needs, maximises access for teachers including those in small and or rural schools, facilitates collaboration and allows for the needs arising from both government initiatives and individual interests to be addressed.

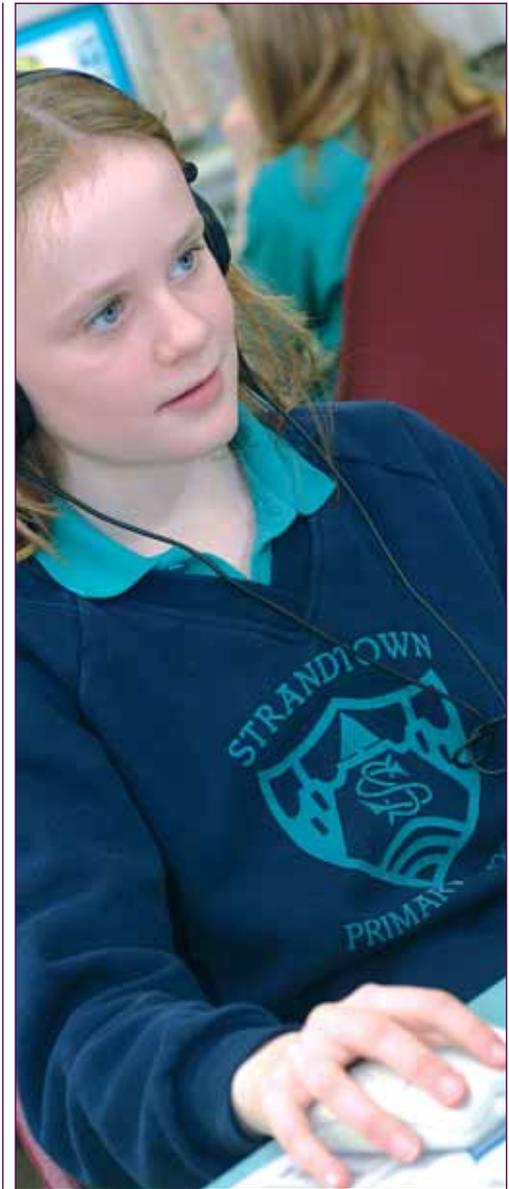
The review of support structures, currently underway as part of the RPA programme, affords us ample opportunity to create a mixed-economy model of professional development, with provision made for individualised teacher focused continuing professional

development, school-based programmes and initiatives arising from government policy priorities. The potential economies of scale arising from the RPA will create the opportunity to redirect resources in imaginative ways. The enhanced connectivity arising from the advent of C2K and LNI, allied to the work already underway in our Higher Education Institutions, the ELB’s CASS and the Regional Training Unit in developing on-line materials and the use of virtual learning environments, illustrates the potential for creative and innovative approaches to professional development.

The reality is of course that education reform only becomes realised when those in the classroom translate plans and aspirations into action. We in the profession stand ready to play our part, but as the Council’s Charter for Education⁵ notes, success requires:

“ a culture of empowerment where the voice of the professional community is heard and respected, ”

and also a funding regime that reflects the reality that innovation and change are rarely, if ever, cost neutral.



References

- 1 Fried, R.L. *“The Passionate Teacher: A Practical Guide”*, Beacon, Boston, Mass., 1985.
- 2 Palmer, P.J. *“The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life”*, Jossey Bass, San Francisco, 1998.
- 3 Socket, H. *“The Moral Base for Teacher Professionalism”*, Teacher College Press, Columbia University, 1993.
- 4 Dadds, M. *“Continuing Professional Development. Nurturing the Expert Within”*, in *“Teacher Development; Exploring our own Practice”*, edited by Soker, Craft and Burgess, Paul Chapman Publishing/The Open University, London, 2001.
- 5 *“A Charter for Education”*, GTCNI, Belfast, 2006.

Entitled to succeed: The Education (NI) Order 2006

The reforms under the 'Entitled to Succeed Programme' will create a better education system for all the young people in Northern Ireland. They will open up flexibility and choice and allow each young person to realise his or her potential. The Education (NI) Order 2006 is now law. It provides for the implementation of a revised curriculum; the introduction of an Entitlement Framework, guaranteeing access to a minimum number of courses, including applied courses, for all pupils from age 14; the establishment of arrangements for collaboration among schools and between schools and FE Colleges; and new arrangements for admission to post-primary schools. The Order also provides that academic selection will end after 2008 unless the Assembly is restored by 24 November, in which case a vote in the Assembly will be required to end academic selection.



Maria Eagle, Minister for Education

I am pleased to have this opportunity to outline the importance of each of these reforms and their positive impact.

The revised curriculum will prescribe only the minimum for each curricular area, giving back to teachers the capacity to tailor what is taught more closely to the needs of pupils. In short, minimum central prescription and maximum pupil opportunity.

It will guarantee every pupil a good grounding in the essential elements. It will enable schools to provide a more joined-up and holistic curriculum, with greater emphasis on real-world skills and the specific element of Learning for Life and Work. It also provides the flexibility needed to give effect to the wider range of opportunities envisaged in the Entitlement Framework. It will lay a solid foundation for study at GCSE and A-level, and beyond, developing young adults ready to take on the challenges of employment, training and higher education. For those pupils just beginning their educational journey,

the revised curriculum includes a new Foundation Stage, similar to that which already applies in England, to provide a smoother transition from pre-school to formal education.

The Entitlement Framework will address inequalities of access, begin to address the issues of disengagement and disaffection and will ensure choice and flexibility. Pupils must be able to access courses that genuinely interest them and gain qualifications that will bring practical success in getting a job. Pupils will be able to keep their options open for as long as possible and will have access to more than one style of curriculum.

Each pupil will have access to a wide range of general and applied courses that better match their needs, aspirations and interests, irrespective of where they live or the school they attend. We will guarantee that all pupils will have access to a minimum number and range of courses at Key Stage 4 (24 courses) and at post-16 level (27 courses). At least one third of these courses must be general/

academic and, importantly, at least one-third applied/vocational in nature. This approach will address the needs of employers, who need more young people of high ability with these applied skills, if Northern Ireland is to prosper in the fast changing global economy of the 21st Century.

Too often schools are working in isolation, or in competition with each other. Schools working together, making best use of resources, exchanging ideas and sharing good practice will bring benefits for the children as well as providing professional development opportunities for teachers. The curriculum Entitlement Framework will provide a much wider range of courses and the flexibility to meet individual pupils' needs, with schools collaborating with each other and with FE, and using new technologies where appropriate.

Throughout this process, schools will retain their autonomy and the nature and extent of collaboration will be

Entitled to succeed: The Education (NI) Order 2006



specialist schools. Each specialist school will have an emphasis or expertise in a particular curricular area as well as providing access to the full range of the curriculum. They will set themselves challenging targets to raise standards not just in the specialist area but also across the whole curriculum. The first 12 schools piloting the programme in Northern Ireland were announced on 14th March this year and a further announcement about the rollout of the specialist programme will be made soon.

The flexibility of the new curriculum will give choices back to teachers, enabling them to use their professional judgement to tailor the scope and pace of learning to their pupils' individual needs. More relevant learning leads to better engaged and motivated pupils. As we progress with implementation, the Department will seek to ensure that teachers are supported.

Future post-primary arrangements in Northern Ireland must be focused on the needs of the child. They must be flexible enough to respond to children's changing interests and aspirations as they mature. They must open up opportunities rather than closing them down. They must give children the opportunity to realise their full potential rather than leaving school with few or no qualifications. They must leave them with a positive attitude to education; which will have a lasting impact on them and, just as importantly, influence their attitude to their own children's education.

The work that we have begun together will have a positive impact on the lives of generations to come. We have taken the first few steps and there is much still to do. I look forward to travelling with you on this rewarding journey.

Maria Eagle MP

Further information on Entitled to Succeed can be found in the Department's regular newsletter and on the website at:

www.deni.gov.uk/index/22-postprimaryarrangements-new-arrangements_pg.htm

locally driven by what is required to secure the full Entitlement Framework for the pupils in the area.

The Department has published guidance to help schools to move forward into collaborative arrangements and there are already many good examples of collaboration between schools and with the FE sector. The lessons from these models and others will help schools in developing the types of arrangements which best suit the needs of their pupils.

There is a consensus that the current admissions arrangements are no longer relevant to today's needs and I strongly believe that that future transfer arrangements should be on the basis of informed parental choice. Parents will have a wide range of information about their child, through the Pupil Profile and through advice from the primary schools. They will also have information about what each post-primary school has to offer. If parents wish, they can have discussions with prospective post-primary schools and

can let them see the Pupil Profile, though the information in the Pupil Profile cannot be used by schools to decide whom to admit. Further consultation about the detail of schools' admissions criteria will take place early in 2007.

The key point is that this should not be a high stakes process. These arrangements recognise that children develop and mature at different rates and their interests and aspirations change. No child should be labelled as a failure at 11. Instead, the new arrangements will provide for key decisions about children's future pathways to be made from age 14, when course choices are made. I believe that it is parents who are best placed to decide, among the various types of provision available, which best suits the needs of their children.

Parents and pupils will have a range of schools to choose from, including grammar schools offering a largely academic curriculum, schools offering a curriculum with a more technical or applied emphasis, and also new

Leadership: Impact and Challenge



In this article Dr Tom Hesketh, the Director of the Regional Training Unit, discusses some of the implications the educational change agenda will have for school leaders.

For the foreseeable future the key challenge for all of us who work within the education service is how do we build

capacity for continuous improvement? This is no easy challenge, given that there are few examples globally of successful sustained reform movements.

Numerous factors contribute to sustainable reform, particularly the need at both systems and individual school levels for vision, skills, incentives, resources and action planning. However, studies consistently reveal that the single most important factor is leadership, particularly leadership which is learning-centred:



- leadership is second only to teaching in its impact on pupil learning;
- leadership has greatest impact in those contexts where the learning needs of pupils are greater; and
- leadership contributes up to one quarter of the total school effects on pupil learning.

Of course, the impact of leadership goes much wider and deeper than the factors cited. Since school effectiveness is the total quantum of both intellectual and social capital, leaders can determine what this total quantum consists of by optimising the energy flow within their organisation, including crucially the development of leadership capacity across the school staff.

“ Leaders are the stewards of organisational energy. They inspire or demoralise others first by how effectively they manage their own energy and next by how well they mobilise, focus, invest and renew the collective energy of those they lead.”

(Brighouse)

All of which legitimises the significant investment being made within Northern Ireland towards ensuring high quality school leaders both now and in the future.

The investment in leadership development is even more important during this time of fundamental change and reform. Such reform agendas range from the curricular to the structural (e.g. post-primary review), and include the re-schooling challenge predicated on new forms of schooling (extended schools, specialist schools) and, given the potential of ICT, new forms of learning (learning collaboratives). In such a period the core activities of school leaders become both more essential and more complex, for example:

- shaping the future;
- leading learning and teaching;
- developing self and working with others;
- managing the organisation;
- securing accountability; and
- strengthening community.

The enormity and complexity of the job of school leader cannot be overstated. It is both lowly and lofty. On any given day our school leaders can be dealing with either a bruised knee or a bruised ego, a broken window or a broken home, a rusty pipe or a rusty member of staff. However, amidst this complexity, these are exciting times for school leaders. The prescriptive landscape of the 1990s has been replaced by an early 21st Century landscape which provides school leaders with greater flexibility than ever before to shape the future of their organisations. This is a challenge that cannot be overstated, as Fullan has observed:

“ It is not so much a matter of going down the road less travelled, but rather going down one never travelled before because it has not yet been made. Travel and make the road. Make the road and travel. The edge of chaos or the edge of order. You pick. And go for it!”

Managing ICT Change in Schools



In this article Professor John Anderson from the Department of Education examines the important relationship between ICT strategy, school leadership and school effectiveness.

It's almost a truism – but backed up by the research – that of all the factors the key to whole school improvement is found in the quality of change leadership at a senior level.

How are schools doing ICT?

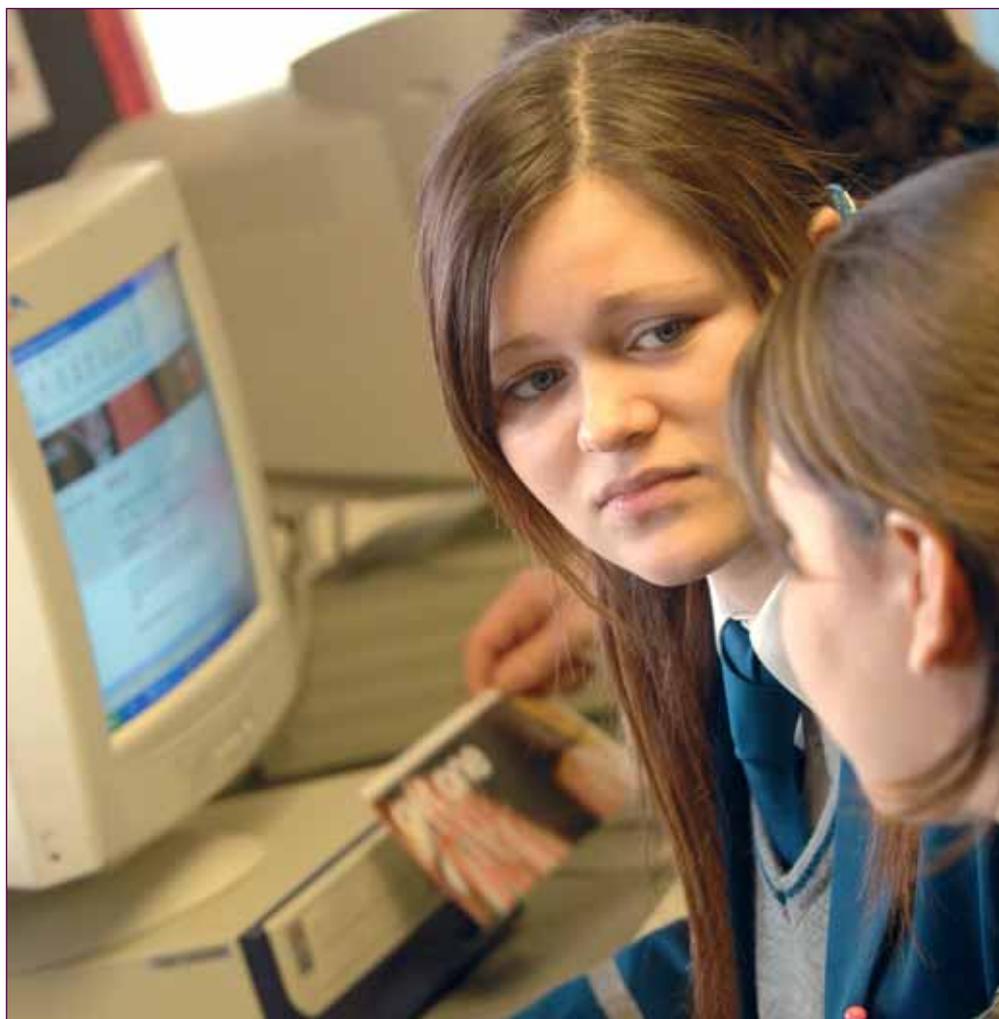
For example, the most recent primary inspectorate survey says while the quality of learning and teaching seen with ICT was very good/excellent in almost half of KS2 lessons (although in less than a quarter of KS1 cases), there is a lack of any coherent vision or understanding at a senior level about the potential of ICT to enhance the children's learning experiences in over a third of schools.

This is disturbing when it is now often recognised that school effectiveness depends upon the effective and efficient use of ICT – or to put it another way – that most of the challenging educational reforms facing schools over the next few years either have ICT at their heart, or require significant technology-based support.



What should schools be doing with ICT?

Much of what's expected of schools at the moment is well summed up in the Department's emPowering Schools strategy (<http://www.empowerschools.com>) But, the most recent progress report to the Minister on how schools are faring in achieving the strategic milestones (on the Department's website at <http://tinyurl.com/h3alg>) says that while changes are taking place and there is better uptake and use of C2K systems by teachers, and more chances for pupils to use ICT in practice, much more has to be done to ensure that technology-enhanced classroom practice is broad – not just word-processing for instance – and is visible across all aspects of practice and becomes commonplace rather than exceptional.



How should schools be doing ICT?

The answer to the question about what schools should be doing now was spelt out in a Regional Training Unit (RTU) Summer School course this August. Philippa Lee, from Becta's Institutional Development Directorate, worked with local advisers and teachers to test out the new Northern Ireland criteria for the Becta Self-Review Framework.

This online scheme (<http://tinyurl.com/p342y>) helps schools to diagnose their strengths and weaknesses and shows them exactly where to focus their energy in whole school improvement across the eight aspects of leadership and management, curriculum, learning and teaching, assessment, professional development, extending opportunities for learning, resources and – most important of all – the impact on pupil outcomes.

When schools feel that they are ready they can seek formal recognition of their successful ICT change through the award of the ICT Mark; details of this scheme can be obtained by contacting your ELB ICT advisor.



Registration – More than just a number

Digest of Statistics

The Council has produced its first Digest of Statistics, which draws upon data held on the Register of Teachers. Barney Ball, the Policy and Registration Manager, tells **termtalk** about how the 'Digest' was created and how the statistics that it provides will be used to help inform the development of the Council's policy advice.

The Council's Register of Teachers database has been up and running since April 2004, and since then there has been a continual process of further data collection and data cleansing: over 2,000 teacher records have been added, existing records amended and teachers' employment details verified through direct contact with all grant-aided schools in Northern Ireland. However, databases are never 'completed' and the Registration Team is committed to ensuring that the Register is kept as up-to-date as possible and that the data held is verified and accurate.

By early 2006, the Council was confident that the Register was of sufficient completeness and quality to make the creation of a Digest of Statistics a worthwhile exercise. Accordingly, a census date of the 31st March 2006 was agreed and data were drawn from the Register, creating the tables that comprise the Council's first Digest of Statistics.

The 'Digest' consists of tables derived from two data sets; one, the 26,151 teachers registered with the Council, the other, a smaller data set of the 19,796 teachers who have permanent or one year temporary contacts of employment in grant-aided schools. Analysis of these 'contracted' teachers indicates that some 27% are male and 73% female. In terms of the age of these teachers, some 30% are 50 years of age or over; this compares with 35% in England and nearly 38% in Wales. The 'Digest' has further tables which provide statistics on teachers by Education and Library Board (ELB), school phase and school management type.

The Council will use the statistics in the 'Digest' to help inform its general policy advice to the Department and employing authorities. As the Register's capacity to generate useful data develops it will enable the Council to provide valuable evidence on matters such as recruitment and retention. In addition, the Council will use statistics to monitor the employment patterns of beginning teachers, from the time they emerge from initial teacher education and on through the early years of their professional careers.

A 'Digest' has been sent to every grant-aided school in Northern Ireland and a copy is on the Council's website at www.gtcni.org.uk

Finally, the Council has included a 'registration details amendment form' in this **termtalk** mailing. If your 'details' change please let the Council know, as this will help to keep the Register current and help ensure that it continues to be a quality source of educational statistics.



Annual Statistics Digest | March 2006

1.0 Number of teachers registered with GTCNI

Total: 26,151

1.1 Number of teachers registered with GTCNI by gender

Gender	Number	Percentage
Female	19,489	74.52%
Male	6,662	25.48%
Total:	26,151	100.00%

1.2 Number of teachers registered with GTCNI by age

Age Range	Numbers	Percentage
24 and under	927	3.47%
25 to 29	3,391	12.97%
30 to 34	3,691	14.11%
35 to 39	3,412	13.04%
40 to 44	2,878	10.99%
45 to 49	3,177	12.15%
50 to 54	6,483	24.79%
55 to 59	3,182	12.17%
60 and over	1,101	4.21%
Total:	26,151	100.00%

1.3 Number of teachers registered with GTCNI by age and gender

Age Range	Female	Male	Totals
24 and under	771	156	927
25 to 29	2,735	656	3,391
30 to 34	2,937	754	3,691
35 to 39	2,938	474	3,412
40 to 44	1,938	940	2,878
45 to 49	2,175	1,002	3,177
50 to 54	3,178	3,305	6,483
55 to 59	2,080	1,102	3,182
60 and over	739	362	1,101
Totals:	19,489	6,662	26,151

All about Induction and EPD



Katherine Jelly

The new school year will be particularly exciting and challenging for beginning teachers. With this in mind termtalk asked Diane Creighton of the SEELB and Katherine Jelly of the BELB to describe the induction and early professional development process as well as the support entitlement for new teachers. It is essential that new teachers register for induction and those who have successfully completed induction should ensure that they are registered for early professional development (EPD).



Diane Creighton

Introduction

“At the heart of becoming a teacher is, above all else, being a learner – a life-long learner.”

Teacher Education Partnership Handbook Page 87

Professional development, no matter what stage of your career, is about learning from personal experiences, engaging with and learning from others and reflecting on how to improve the quality of pupils’ learning. All teachers are now engaged in a process of professional development through such things as in-service training, staff meetings, the Performance Review and Staff Development (PRSD) process and individual study. The intention of the induction and EPD stages is to provide a positive and constructive foundation to support you in the first steps along your professional development pathway.

Induction – which covers the first year of teaching – and EPD – which covers the second and third year of teaching – are part of an integrated programme that started during your initial phase of teacher education in university. As you move through initial teacher education and into induction and EPD:

“the focus of development shifts progressively from learning how to teach, to thinking about teaching and finally, to thinking about learning.”

Teacher Education Partnership Handbook Page 5

The competences, in the Teacher Education Partnership Handbook, provide a framework for your professional development, underlying this are set of ‘core criteria’ that highlight the personal qualities which will help you develop and apply these competences.

During induction and EPD you will have the opportunity to develop your critical reflective practice, attend courses, meet with other teachers at the same stage, and receive valuable support from your teacher-tutor, school and Education and Library Board (ELB) staff.

Entitlement

All beginning teachers have an entitlement to professional development regardless of whether in temporary or permanent employment.

Each beginning teacher will have access to 7 days of substitute cover to support his or her development during induction. Teachers employed in a special school will also be entitled to a further 1 day during this period.

Most of these days will be used to attend a series of courses provided by the ELBs. For teachers in a special, nursery or post-primary school some of the courses will be provided on a regional basis. Each ELB holds an Induction Conference in September or October that will explain the process and entitlement.

At least 1 day should be retained for school-based observation and working with the teacher-tutor. Teachers not in post at present are still able to attend the courses provided.

During the EPD phase teachers are entitled to 4 days of substitute cover. In the first year of EPD (EPD1) the intention is that 1 day will be used to attend a course organised by the ELBs and 1 day will be used to facilitate personal development in school. The same arrangement exists for the second year of EPD (EPD2).

Teachers employed in a special school are entitled to an additional 3 days of substitute cover over the EPD phase.

Each ELB organises a course to explain the EPD process and details of those courses will be sent to schools in September.

Induction

Induction is the first stage of professional development after you qualify to teach. The induction process is integral to the professional development of beginning teachers within the school context.

There are a number of unique aspects of teaching which should be addressed during induction to ensure that you become effective teachers. Addressing these aspects will involve both classroom and school focused in-service provision.

The overall aim of induction is to continue to address the ‘B’

All about Induction and EPD

competences which, it is recognised, will not be fully developed during initial teacher education.

Career Entry Profile

The Career Entry Profile (CEP) is an important bridge between the initial and induction stages. It offers not only a record of the assessment of your competences, but also an indication of your strengths and development needs which should influence continuing professional development during induction and early professional development. Effective use of the CEP means that you will be able to build a strong and coherent framework for personal and professional development. The CEP is your responsibility and it will be used in the induction phase in order to identify targets for the induction action plan and hence will need to be seen by the principal and teacher-tutor.

Induction Action Plan, Classroom Observations and Portfolio

Based upon the CEP, you are required to draw up 2 induction action plans in consultation with your teacher-tutor in the school where induction is taking place. These should be reviewed and updated throughout the school year, will form the basis of your interim and summative reports and will be included in your induction portfolio. Classroom observation is an important part of the induction process. Your teacher-tutor will plan and coordinate a programme of classroom visits linked to your induction action plans. A summary of the professional dialogue and the feedback from classroom observations should be included in your induction portfolio. The portfolio will help you maintain the process of self-reflection developed during initial teacher education, will provide the school with clear evidence of your progress and will assist with the summative report, which will bridge the gap between induction and early professional development.

Education and Library Board Conferences

Each ELB offers a conference for beginning teachers in either September or October at which the induction process is explained in detail. It is vital you are registered for induction with your ELB, whether or not you are in permanent employment, to ensure you receive all the information you require.

Early Professional Development

Early Professional development (EPD) is the second stage of professional development after you qualify to teach. You can start EPD once you have completed your induction stage and if you are in permanent or longer term temporary employment. The EPD stage will normally take two years to complete but if you are in temporary employment it may take a little longer. It is important that your school has registered you for EPD. Once you have been registered you

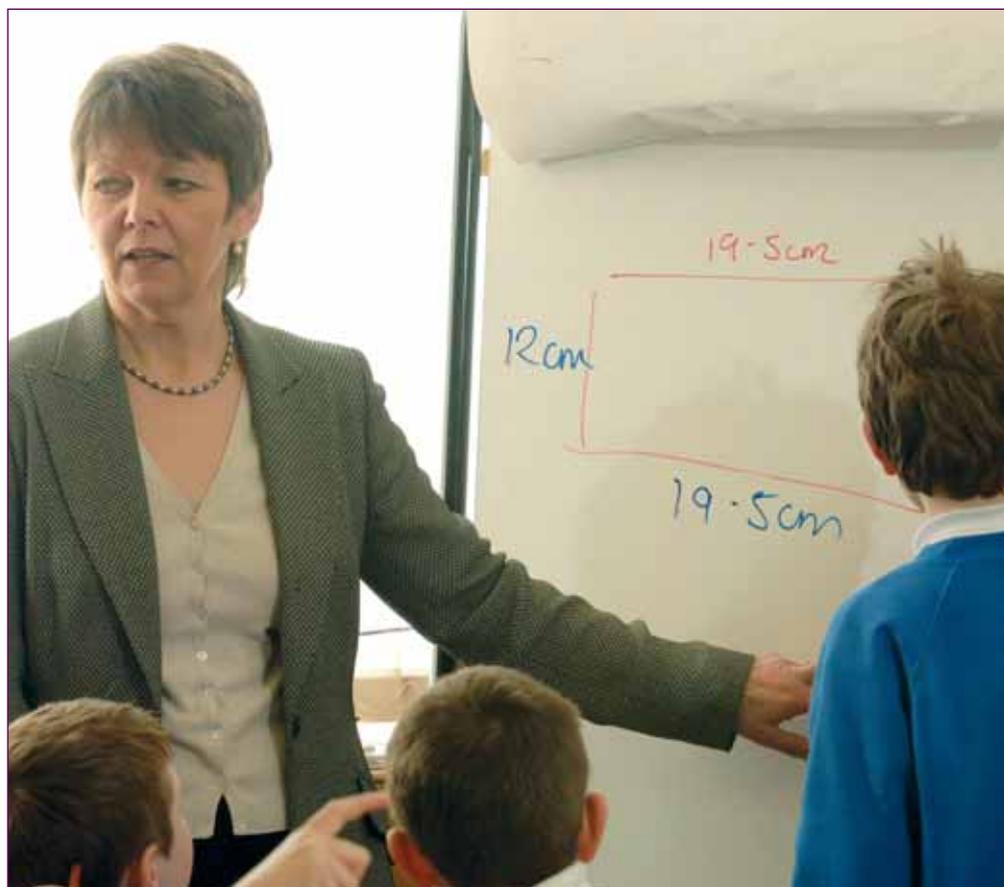
will receive information on the courses provided by the ELBs and the requirements of the EPD stage.

Requirements of EPD

As part of the EPD you are required to engage in:

- personal reflection;
- work with colleagues and the wider education community;
- development of the competences in particular the 'C' competences;
- two professional development activities; and
- classroom observation and reflection.

At the end of your induction stage your school will have provided you with a summative report and a certificate or letter of successful completion of induction. The summative report can form the basis of the discussions you have with your teacher-tutor at the beginning of the EPD process.



All about Induction and EPD

Professional Development Activity (PDA)

As part of EPD you are asked to complete 2 professional development activities or PDAs.

The intention of each PDA is to focus on the learning and teaching in your classroom. You will be asked to plan, teach and reflect on a series of lessons that you teach. A template is provided to help you reflect on your practice. It is important that you discuss the PDA with your teacher-tutor before you start and throughout the process.

As part of your PDA your teacher-tutor, principal or head of department will be required to observe you in your classroom.

Classroom Observation

It is a vital part of the process that you are observed in your classroom. Feedback can help you to focus on areas of strength in your practice and areas for development. It can ensure that you feel supported in school and that you work closely with your teacher-tutor. It is intended that you will be observed at least once during each PDA.

Courses

In the first year of EPD the ELBs provide a one day course introducing you to EPD and its requirements.

In the second year of EPD they provide a one day course to enhance your professional development.

In addition to the one day course you are also entitled to one day each year to use for your professional development.

Completion

At the end of each successful PDA the school is required to complete a quality assurance form. At the end of the EPD process the principal, teacher-tutor and board of governors are responsible for recommending the successful completion of the EPD process.

Contacts

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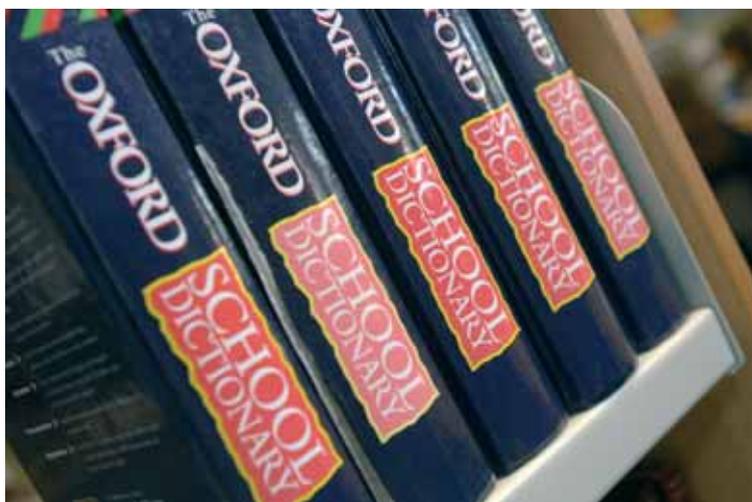
Bursary Programme Update

At 1st April 2006 many of the teachers who were awarded GTCNI professional development bursaries began working on their planned activities. In reviewing the applications received the Council was encouraged, not only by the level of interest shown, but also by the many innovative projects which the teachers had in mind. Although, phase one of the bursary programme does not conclude until 31st December 2006, the Council is now starting to receive the written evaluation reports from teachers. These have been very positive and illustrate the high levels of professional commitment of the teachers involved. Moreover, the diverse range of activities undertaken show quite clearly that arrangements for teachers' continuing professional development in Northern Ireland must be much more responsive to individual professional development requirements. It is very difficult to see how a centrally driven 'one size fits all' approach to CPD delivery can ever meet the varied professional development needs and interests of teachers. The range and diversity of activities undertaken can be illustrated by the following excerpts from the reports received so far.

Padraic Barry, Head of Careers, De La Salle High School, Downpatrick, carried out an investigation into the local employment market to ascertain the types of employment opportunities available for pupils leaving school at sixteen and seventeen and the expectations that local employers have in terms of pupils' employability skills. This type of project is very much in keeping with the revised curriculum's emphasis on employability and learning for life and work. However, Padraic, who is a recently appointed Head of Careers, also emphasises the important reciprocal benefits he received in terms of personal professional development. The bursary award has given Padraic the opportunity to gain an understanding of the local employment market which will enable him to ensure that the careers programme in school is responsive to the needs of local employers.



Ed Kilgore, in Down Academy, set out to study the use of Peripheral Interface Controllers (PICs) in the area of Electronics. Ed emphasised that PICs are now playing a major role in the teaching of electronics at GCSE and that teachers working in this area have to spend a lot of their own time trying to keep up with the latest changes and developments. The GTCNI bursary, according to Ed, gave him the opportunity to spend quality time developing his expertise in this area. Moreover, throughout his report, Ed emphasised the benefits for both himself and his pupils in terms of his own confidence as a teacher in that he will now try to motivate his pupils to undertake more complex project work in electronics.



Bursary Programme Update



Sarah Heatley, a teacher in St John the Baptist Boys' Primary School in Belfast, used the bursary award to develop her own professional interest in language acquisition. In the context of the 'Primary Language Pilot Project' Sarah set out to review her own ability to teach Irish. The activity itself involved travelling to Donegal to attend a course organised by Oideas Gael, an Irish language organisation, based in Gleann Cholm Cille. Sarah was able to participate in a range of classes catering for people with different language competence and to experience and observe good teaching practice. As a follow-up Sarah has designed a five-week programme for Irish language teaching at Key Stage 2. The programme uses mime, drama, stories, poetry and games to motivate pupils and to give them a sense of the enjoyment and personal achievement that young pupils should have when learning a second language.

Stella McKittrick, who teaches Home Economics and Health and Social Care at the Collegiate Grammar School, Enniskillen, used the bursary award for substitute cover and travel expenses to enable her to arrange three days 'work shadowing' with the Health Promotion Unit (Westcare) based in Londonderry. Stella planned this activity to enable her to deliver an A2 compulsory unit in Health and Social Care entitled 'Promoting Health and Wellbeing'. Throughout the three days of the activity Stella gained invaluable insights into the work of Health Promotion Officers. One notable experience was the opportunity to attend a consultation on the 'NI Suicide Prevention Strategy and Action Plan 2006-2011'. The objective of this strategy is to reduce the Northern Ireland suicide rate, particularly among young people and those most at risk. In her report Stella emphasises her intention to share her experiences by disseminating knowledge and insights gained with relevant colleagues. Commenting on her own professional development Stella states: "This activity most certainly enhanced my own development as a teacher through having had the opportunity to observe a cross-section of the work carried out by a Health Promotion Department. I was also able to make some very useful contacts within the Health Promotion sector and I feel that I now have a better understanding of the A2 unit that I will be delivering next year."



The final reports on the various bursary projects compiled to date can be viewed on the GTCNI website in the Professional Development Section, at:

www.gtcni.org.uk

Research Repository

In this article Gerry Devlin, the Council's Senior Education Officer explains the rationale behind the Access to Research Resources for Teachers (ARRT) Space Project.

One of the priorities for the Council has been to encourage a partnership between the local educational research community and teachers. To this end, the Council has commissioned Professor John Gardner of the School of Education at Queen's University to develop, on its behalf, a Northern Ireland-wide educational research database. The database is being developed as an online research repository and will be called Access to Research Resources for Teachers (ARRT) Space. Professor Gardner commented: "This is an exciting new development in Northern Ireland, designed to promote evidence informed practice and policy-making in education. In essence the intention is to make relevant publications available to educational professionals 'at the touch of a button' by uploading them on an online research repository which will be available through the home page of the GTCNI's website (www.gtcni.org.uk)."

Writing in the spring 2004 edition of NFER's Topic publication, (http://www.pre-online.co.uk/feature_pdfs/31_f.pdf) Rebekah Wilson emphasises that lack of access to research can be a problem for teachers. Teachers do not always have access to a large range of research literature. Furthermore, research can be published in numerous forms, and teachers are not always able to find research that is relevant to their needs. Nevertheless, Wilson as a professional researcher, refers to many of the benefits that the use of research by teachers can provide, these include:

- improved pupil performance;
- increased capability to respond to pupil needs;
- increased ability to solve teaching and learning problems;
- an opportunity to try out new teaching approaches;
- improved self-confidence;
- feelings of empowerment;
- the development of 'a voice' for teachers;
- the ability to justify one's own practice;

- ownership of professional practice;
- increased job satisfaction and motivation;
- the ability to reflect on existing practice; and
- the development of a research vocabulary.

This initiative is very much in keeping with the Council's Code of Values and Professional Practice which aims to promote and sustain a modern interpretation of teacher professionalism based on research informed practice. In a modern profession it is also important to establish a mechanism for knowledge transfer to facilitate the professional dialogue that encourages innovative and creative communities of practice. It is within these educational communities that a synergy can be established between professional researchers and teacher practitioners. In a rapidly changing educational environment this synergy is required to enable us to face the challenges ahead with the full intellectual resources of the wider educational community at our disposal. It is with this in mind that the Council has undertaken the ARRTS project.

