

Promoting Citizenship through collaboration: Across the Continuum of Teacher Education



Policy on the Continuum of Teacher Education

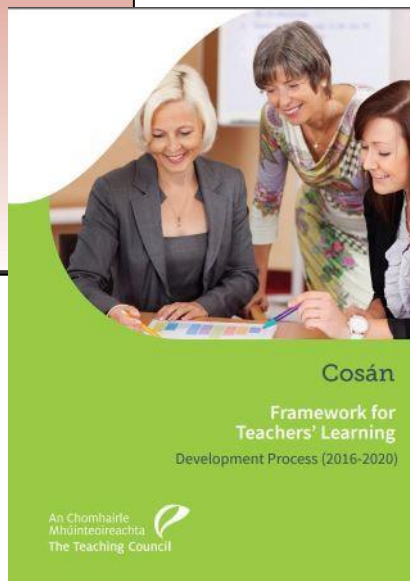
June 2011



Initial Teacher Education: Criteria and Guidelines for Programme Providers

In accordance with Section 26 of the Teaching Council Act, 2001

August 2011



ITE

Droichead

Cosán

Guidelines on School Placement



Droichead: The Integrated Professional Induction Framework

March 2017



Policy on the Continuum of Teacher Education

June 2011

Continuum of Teacher Education...teachers are competent to meet the challenges that they face...continually adapting over the course of their careers...to support their students' learning.

Policy on the Continuum of Teacher Education, June 2011



Collaboration in School Placement

Assisting cooperating teacher with
planning and assessment

Engagement in team teaching/ Inclusive
education experiences

Attendance at staff
meetings/school
Activities

Supported
engagement with
parents

Developing special
project work in
placement class/school

Teach Meets

Collaboration in School Placement

Develop high quality School Partnerships with HEIs

Increase the Quality of Publicity and Communication with Partner Schools

Reciprocal relationships between co-operating teachers and students

Develop and Strengthen Quality Assurance around School Placement

Developing special project work in placement class/school

CPD for partner schools

Making Connections

From School Placement to *Droichead*

- *Building on learning opportunities*
- ***Reflective Practice***
- *Professional conversations and **collaboration***
- ***Partnership***, support and sharing
- ***Communication and relationships***
- ***Progression***, not perfection
- ***Process and Outcome***



ESRI Report:

Review of the Droichead pilot programme

- We are finally **supporting** NQTs instead of handing them a timetable and ‘throwing them in at the deep end’. (Principal)
- It has had a profound impact on the opening of teachers, classrooms to others/colleagues. The school culture is becoming more **open, collaborative and positive**. (Principal)
- I suppose something that I’ve been trying to achieve and I haven’t, still haven’t fully achieved it, but we’re getting there, is this **teacher collaboration**, for more teachers to be talking to each other, I think that’s the best thing that **the school has benefited**, that there’s more **professional conversations** taking place between teachers. (Principal)



Reflection
Learning
Professional Mentoring
Respectful of
Impact perspectives
Time Communication
Confidence
Feedback Commitment Recognition
Expectations Dynamics Engagement
Planning Partnership Roles
Multiple Collaboration
Inquiry Sharing

Cosán: The background

- Legislative and policy background
 - Teaching Council Act
 - Policy on the Continuum
 - Background Paper
- Two phases of consultation

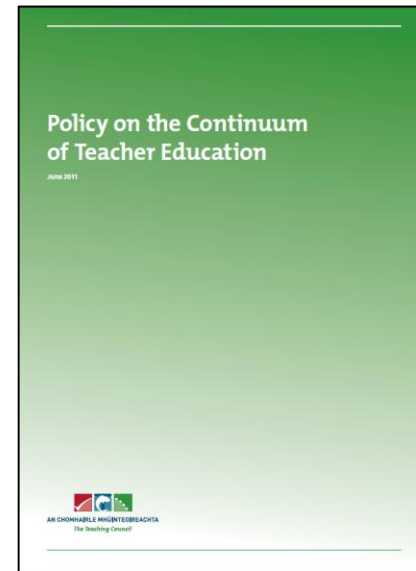
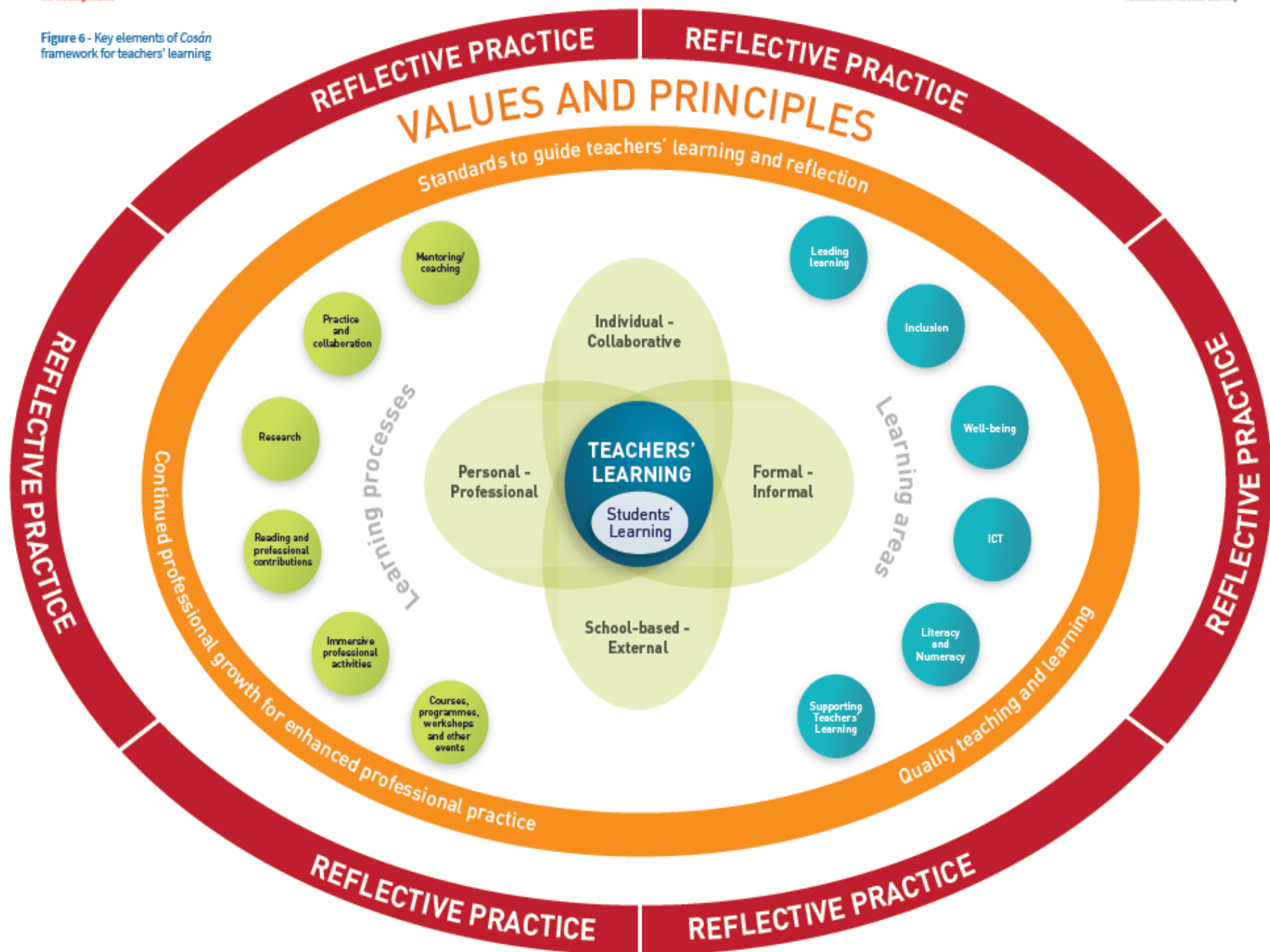
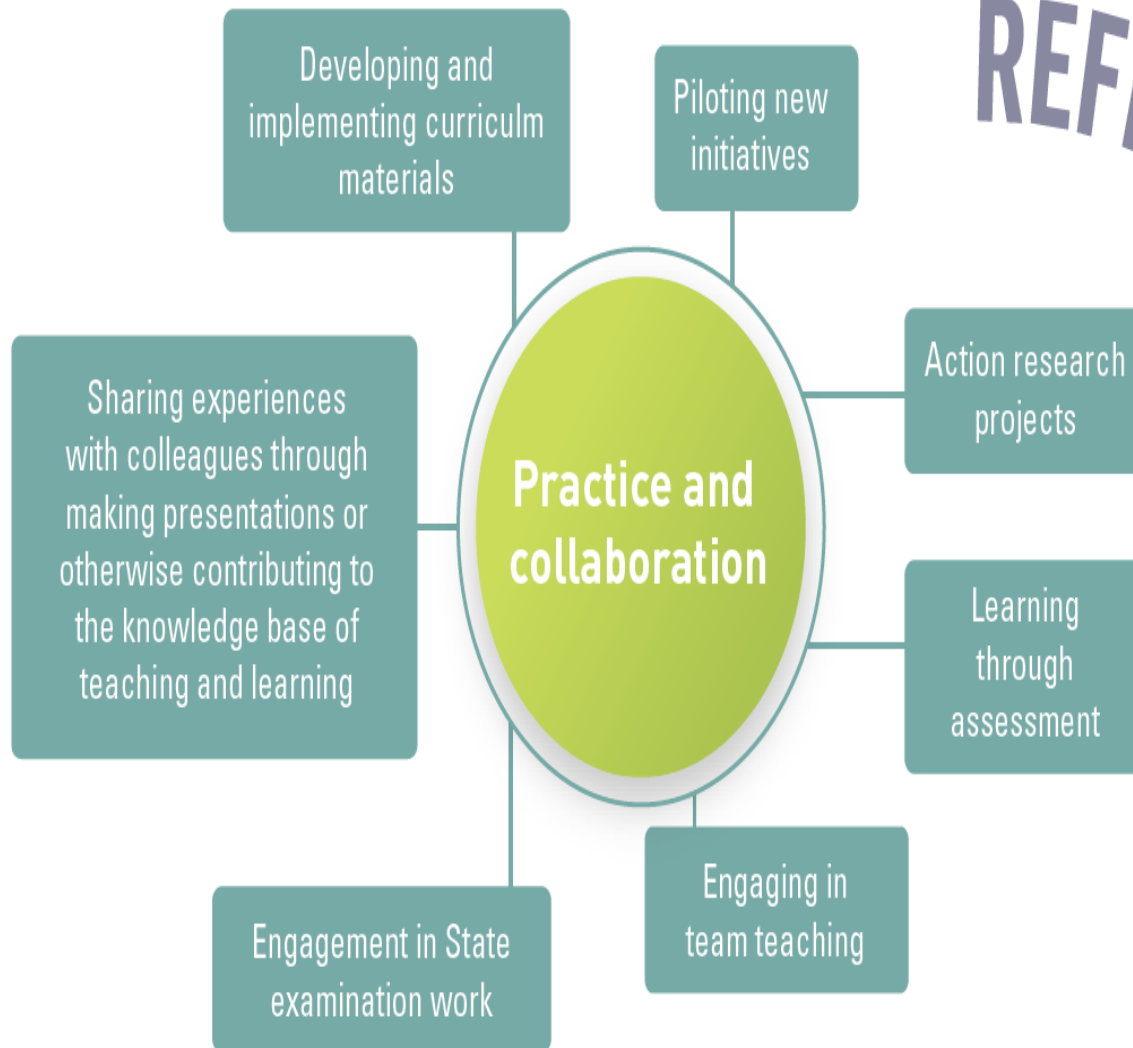


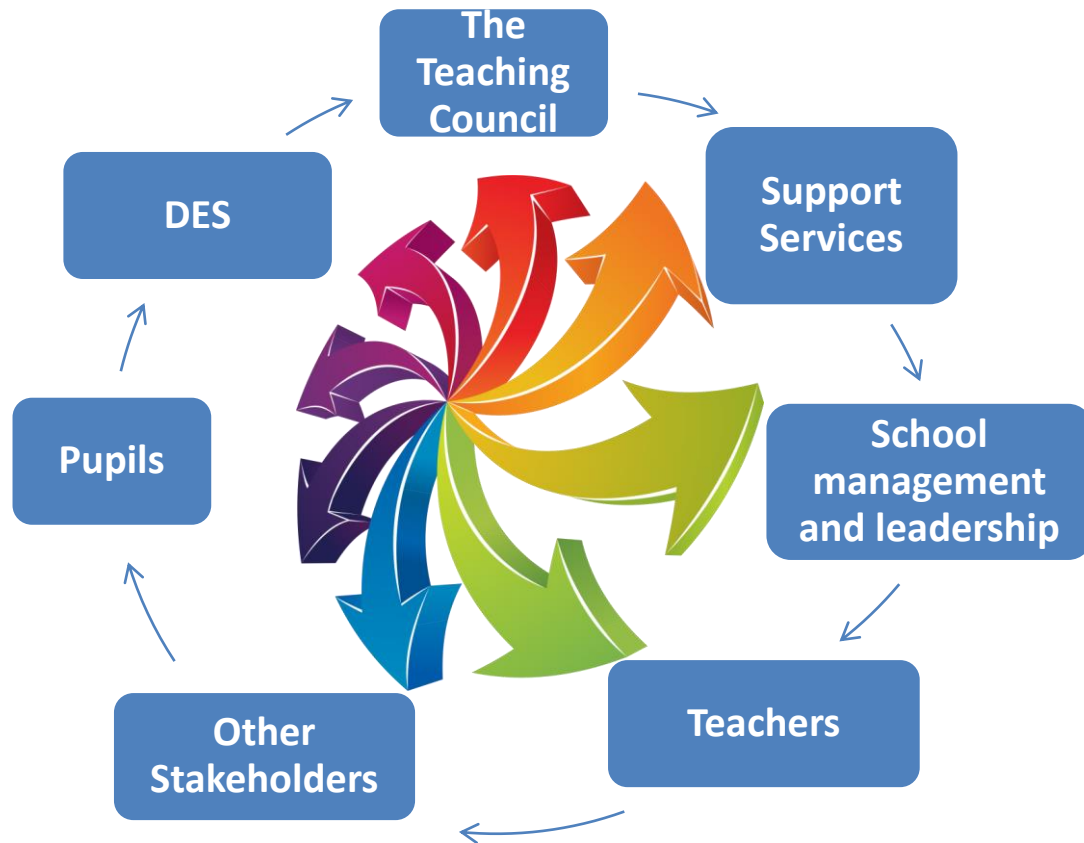
Figure 6 - Key elements of Cosán
framework for teachers' learning



REFLECTIVE PRACTICE



Collaboration at many levels



Team Teaching



What is Team Teaching?

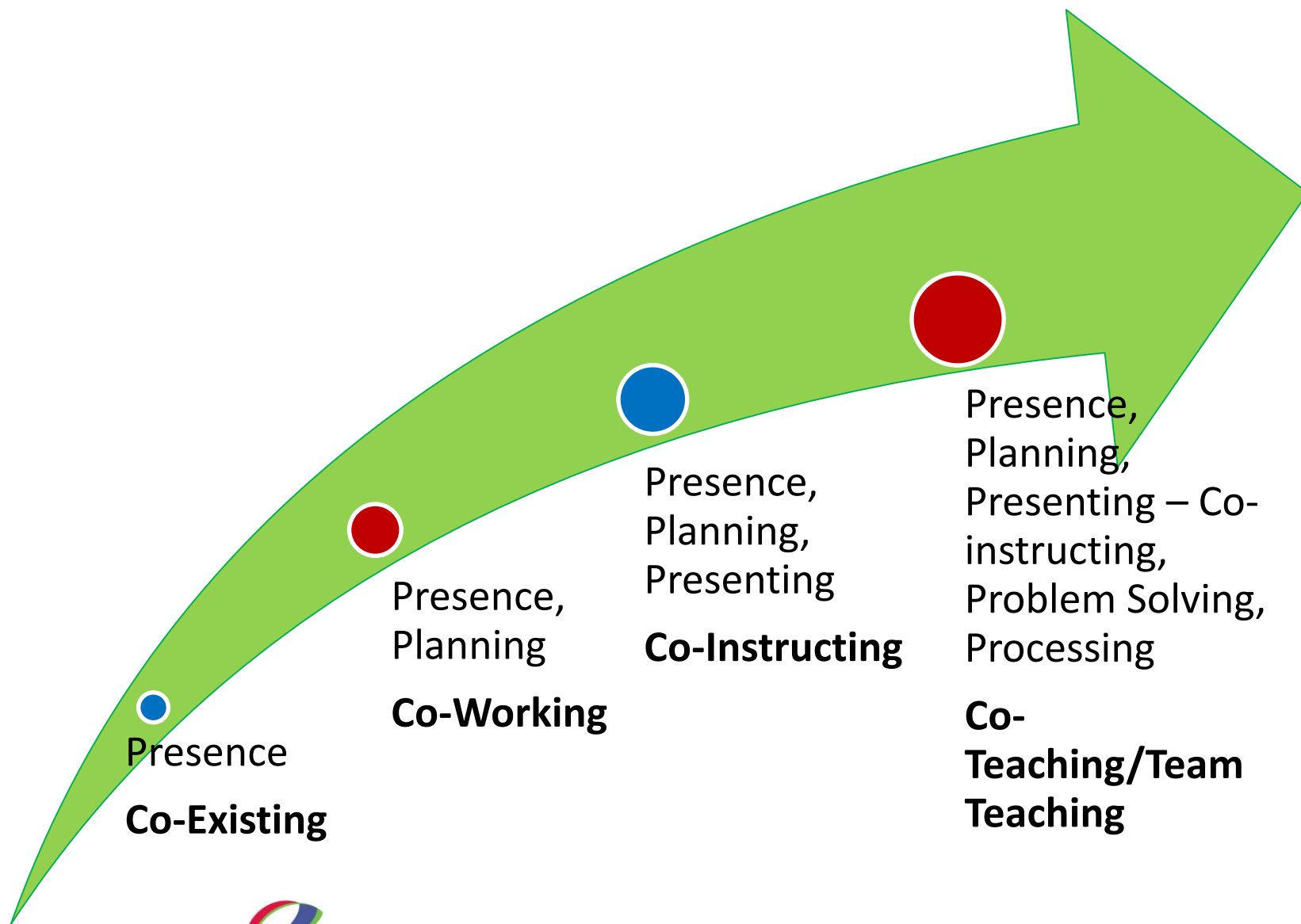
‘.....a group of two or more teachers working together to **plan, conduct** and **evaluate** the learning activities for the same group of learners.’ *Goetz, 2000*

‘...two or more teachers **work together** in a **collaborative manner** with a class of students who have **diverse learning needs**’

Inclusion of Students with SEN Post Primary Guidelines, 2007

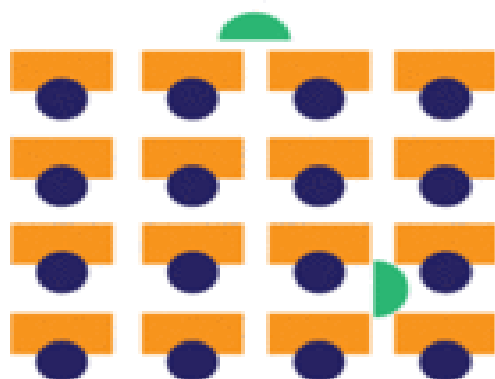
- ‘.....two or more teachers teaching together, sharing responsibility for meeting the learning needs of pupils, and at the same time, **learning from each other.**’

Murphy et al., 2005

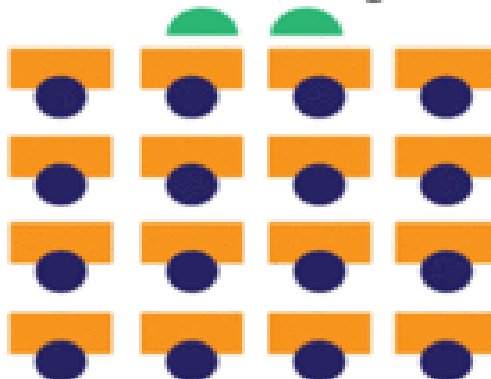


Models of Team Teaching

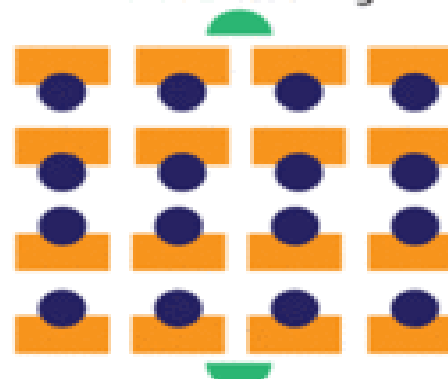
One teach, one drift



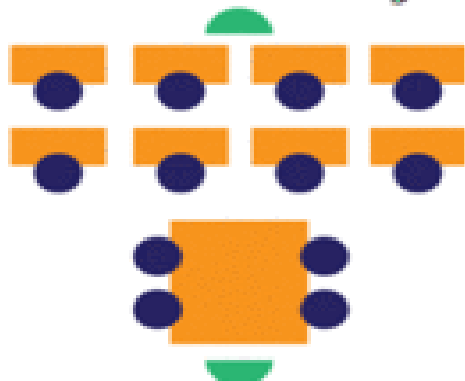
Team teaching



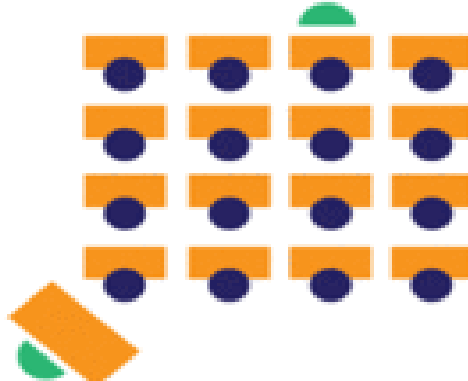
Parallel teaching



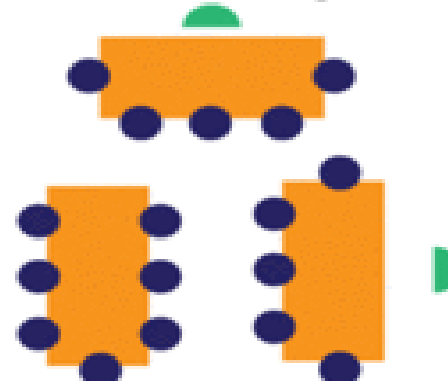
Alternative teaching



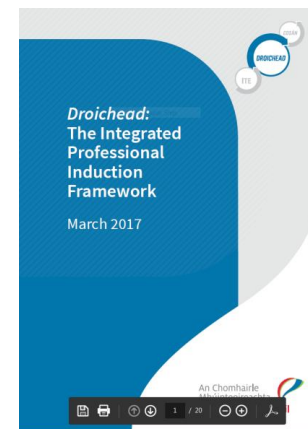
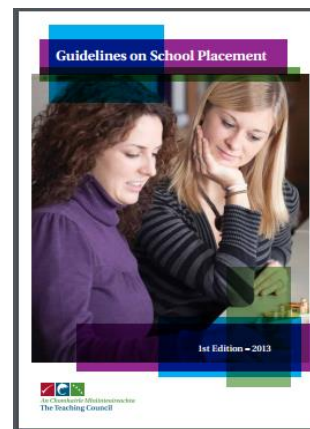
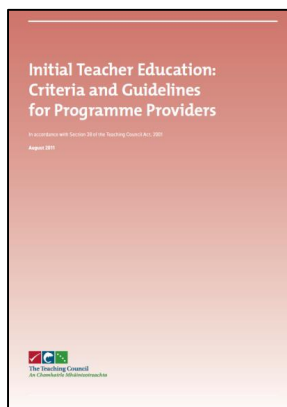
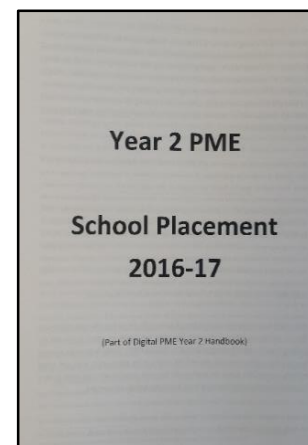
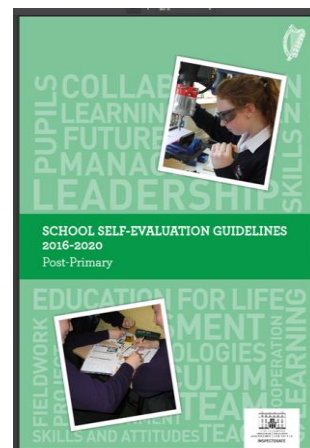
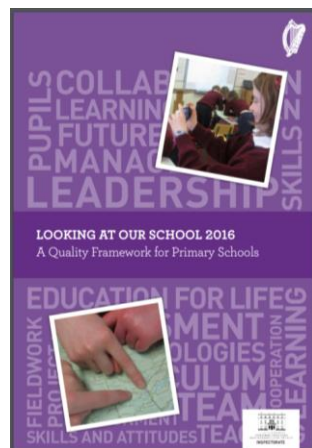
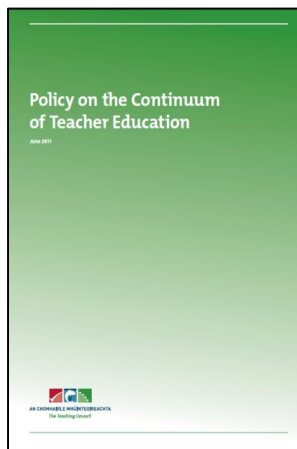
One teach, one observe



Station teaching



Story so far.....



If you have an **apple** &
I have an **apple** & we exchange **apples**
then you & I will still
each have one **apple**.



But if you have an **idea** &
I have an **idea** & we exchange these **ideas**
then each of us will have **2** ideas.

- George Bernard Shaw

Any Questions?



Go raibh maith agaibh

