

# EUNEC

Consultation process leading to revision of  
Teaching Council standards of initial teacher  
education

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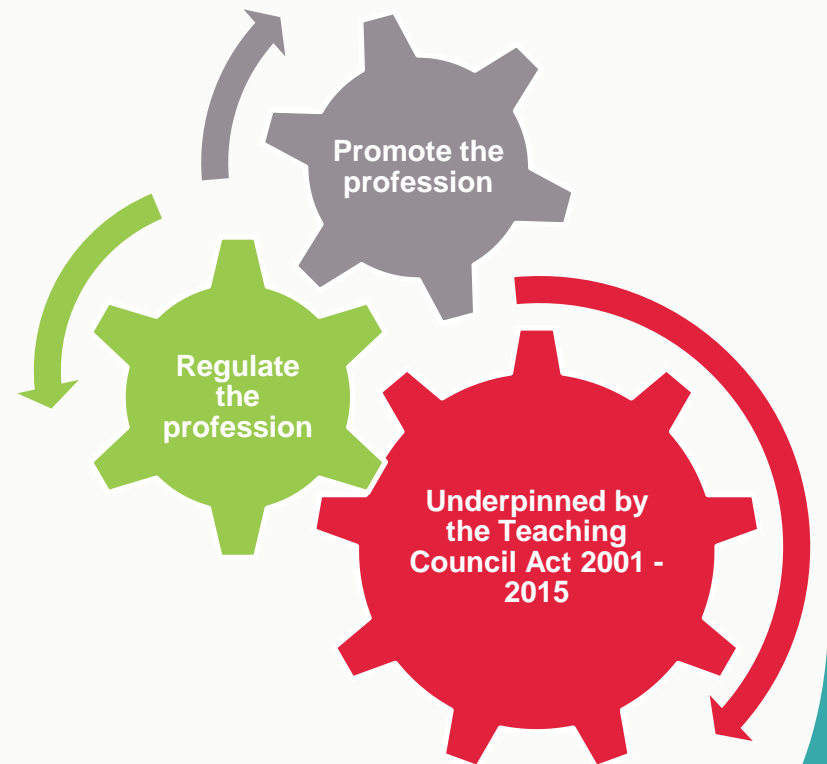
10 May 2023

# The Teaching Council (Ireland)

- Independent professional standards body for the teaching profession in Ireland
- Established on a statutory basis in 2006
- Underpinned by the Teaching Council Acts 2001 - 2015

## Dual mandate

- Regulate the profession
- Promote the profession



# Statutory Functions of the Teaching Council

## Pre-Registration

Standards of Entry

Initial Teacher Education Programmes

## Registration

Recognition of Qualifications

Register of Teachers

## Post-Registration

Induction - Droichead

Ongoing Learning - Cosán

Codes of Conduct

Fitness to Teach

## Other Functions

Research

Promoting the profession

Advising the Minister



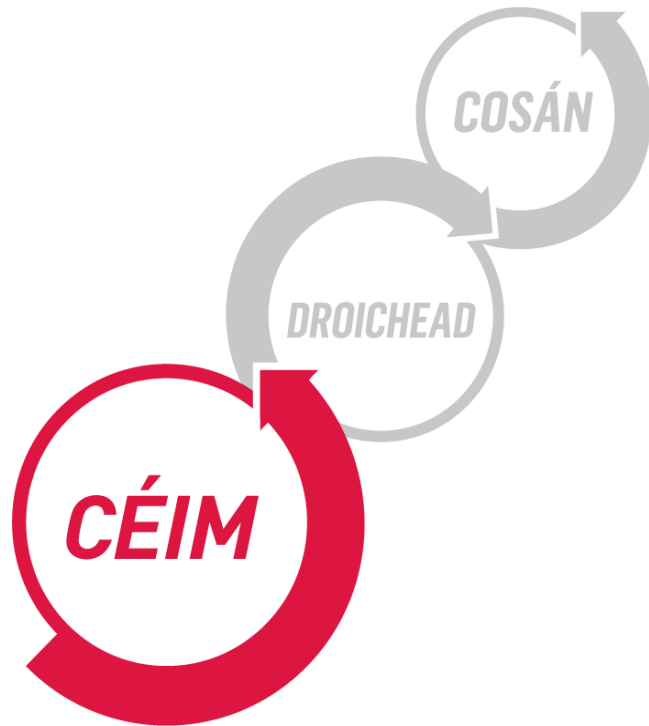
# Initial Teacher Education: Legislation

- The Teaching Council Acts (2001-2015) mandate the Council to establish and promote the maintenance and improvement of standards of programmes of teacher education.

In accordance with S38 of the Act, the Council shall:

- review and accredit the programmes of teacher education and training provided by institutions of higher education and training
- review the standards of education and training appropriate to a person entering a programme of teacher education and training
- review the standards of knowledge, skills and competence required for the practice of teaching

# Céim: Standards for Initial Teacher Education



An Chomhairle  
Mhúinteoireachta  
The Teaching Council



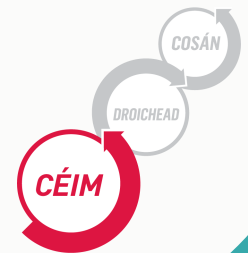
## Céim: Standards for Initial Teacher Education

*In accordance with Section 38 of the Teaching  
Council Acts, 2001-2015*

October 2020

# Céim: Standards for Initial Teacher Education

- In 2011, the Council approved the first edition of the document, *Initial Teacher Education: Criteria and Guidelines for Programme Providers*
- The first cycle of ITE programme accreditation was completed in 2015
- In preparation for Cycle 2 of review and accreditation, the Council's policy on standards for ITE programmes was reviewed and redrafted
- *Céim: Standards of Initial Teacher Education*, approved by Council in October 2020
- Cycle 2 Accreditation commenced in November 2021



# Céim: Standards for Initial Teacher Education *Consultation Process*

## Phase 1 (2015)

- Cycle 1: Survey Findings (Panel Chairs, HEIs)

## Phase 2 (2017-2018)

- Commissioned Research on School Placement
- Impact Consultation Exercise (survey and consultations)

## Phase 3 (2019-2020)

- *Céim* consultation process (4 rounds including 12 multi-stakeholder consultations)
- External review of written submissions received



# Phase 1 (2015)

Survey of HEIs and Panel Chairs, as well as collation of feedback offered by Panels with regard to national issues they encountered in their review of 59 ITE programmes.

## Aims

- To identify what worked well and areas for improvement for the overall process of review and professional accreditation, from both the Panel members' and HEIs' perspectives
- To seek feedback on the criteria against which programmes are assessed, from both the Panel members' and HEIs' perspectives
- To identify key themes emerging in relation to ITE provision in Ireland
- To determine the Teaching Council's priorities and requirements for the next cycle of review



# Phase 1 (2015)

- The Council received completed questionnaires from 14 out of 22 HEIs (response rate of 63%); (10 post-primary 4 primary) and 16 out of 33 review panel members (response rate of 48%).
- In April 2015, the *'Report on the Evaluation of the first cycle of Teaching Council ITE Review and Accreditation'* was produced.
- Recommendations for the next cycle of review included:
  - the need for an enhanced review strategy & submission documents
  - a consistent method for calculating student: staff ratios
  - the need to look at ECTs requirements for some PP subjects

# Phase 2 (2017-2018)

- Phase 2 (2017–2018) involved the analysis of feedback from Phase 1 and an **Impact Consultation Exercise** (ICE) which commenced in October 2017.
- The objective of ICE was to ascertain the impact of the reconceptualised programmes as experienced at individual, school, and system levels
- As part of this process, a survey was developed and circulated in January 2018. Data was gathered from current student teachers, ITE graduates (now practising teachers), co-operating teachers, principals, and other personnel. In total, 913 people completed the survey.

# Phase 2 (2017-2018)

The key findings from the survey were as follows:

- In general, the survey found high levels of satisfaction and agreement with various elements of the reconceptualised programmes among most stakeholders. There were differences of perspective about the effects of the programmes on students' practice.
- Student teachers indicated that their programmes prepared them for teaching, learning and assessment and responses revealed high levels of positivity for the beneficial effects of the changed programmes on their practice as teachers.
- The themes of School Placement, the Tréimshe Foghlama sa Ghaeltacht, Research and Portfolios were further explored in focused ICE consultations held in September 2018 in Dublin (2), Limerick (1) and Galway (1).

# Phase 3 (2019-2020)



- Drawing on Phases 1 & 2, the Council's ITEI team began drafting revised standards for ITE, drawing on relevant literature, strategy and policy documents
- Between September 2019 and February 2020 a series of 12 consultation sessions were held where key stakeholders and partners were invited to offer feedback on drafts of the Céim document.

## Participants:

HEI Heads of Schools

HEI nominees

Teacher Unions

Government Bodies

Management Bodies

Principals' Bodies

Parent Bodies

Student Unions

HE Unions,

Exam Bodies

Support Bodies

Irish language organisations

# Overview of Round 1 Consultations

Meeting	Dates	Stakeholder (s)
<b>Round 1: A draft Céim 1 document was discussed at these consultation events</b>		
<b>Meeting 1:</b>	30 Sept. 2019	Department of Education and Skills, Marlborough Street
<b>Meeting 2:</b>	02 Oct. 2019	Diverse Stakeholder Consultations, Athlone Springs Hotel
<b>Meeting 3:</b>	04 Oct. 2019	Diverse Stakeholder Consultations, Teaching Council Offices, Maynooth
<b>Meeting 4:</b>	18 Oct. 2019	Cruinniú Skype chun an <i>Tréimhse Foghlama sa Ghaeltacht</i> a phlé leis an Roinn Cultúir, Oidhreachta agus Gaeltachta.
<b>Meeting 5:</b>	11 Nov. 2019	Irish Language Organisations

# Overview of Round 2 Consultations

Round 2: A redrafted Céim 2 document was discussed at the following consultation events

<b>Meeting 6:</b>	15 Nov. 2019	Diverse Stakeholder consultations, Teaching Council Offices, Maynooth, including Irish language organisations and USI representatives.
<b>Meeting 7:</b>	18 Dec. 2019	Informal Conversation on Research and ITE – working towards a shared understanding

# Overview of Round 3 Consultations

Round 3: A redrafted Céim 3 document was issued in advance of the following consultation events

<b>Meeting 8</b>	31 Jan. 2020	<b>Sectoral Consultations x 2</b>
<b>Meeting 9</b>		Meetings with Teacher/HEI Unions, Management Bodies, Principal Bodies, Parents' Organisations, Students Unions, Exam Bodies and Support Services
<b>Meeting 10</b>	05 Feb. 2020	<b>Sectoral Consultations x 2</b>
<b>Meeting 11</b>		Meeting with the Heads of Education from all ITE providers  Meeting with the Gaeilge organisations including with Grúpa Oibre na gColáistí Oideachais

# Overview of Round 4 Consultations

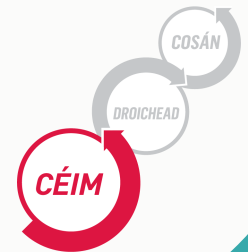
Round 4: A redrafted Céim 4 document was issued in advance of the Multi-stakeholder Plenary Meeting

<b>Meeting 12</b>	<b>19 Feb. 2020</b>	<b>Multi-stakeholder Plenary Consultation (n = 61)</b>
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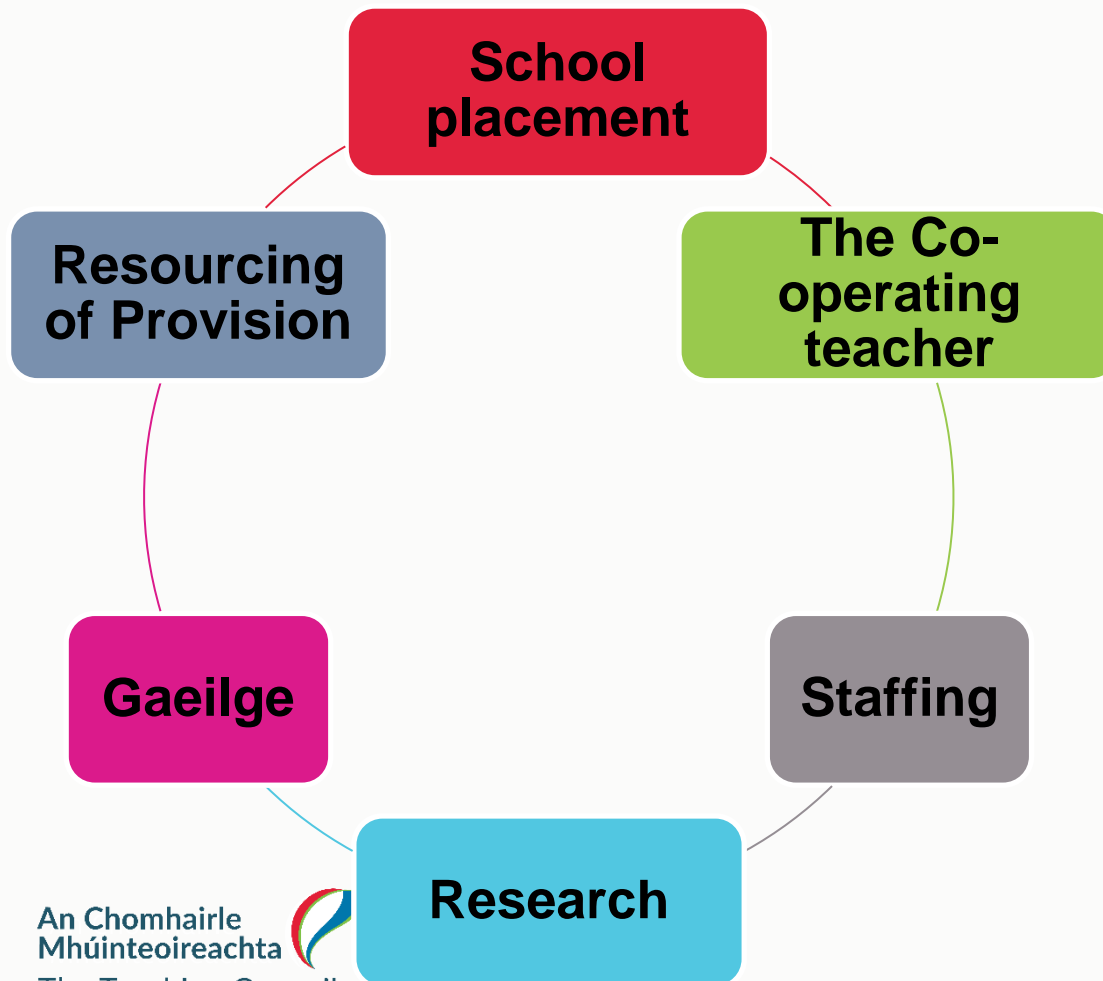


# Consultation Feedback

- Feedback was given orally during bi-lateral meetings and at times via Mentimeter during multi-stakeholder consultation meetings.
- Following Round 2 of the Consultation process (15 November 2019), written submissions were also sought and received from stakeholders. The Council received 24 written submissions in total.
- To support the analytical and drafting process, a report on the written submissions received in December 2019, was prepared by Professor Christine Forde (Emeritus Professor, University of Glasgow).



# Report on Written Submissions



## Other themes:

- Terminology: standards, must/should
- Provision of aptitude tests
- Inclusion/Inclusive Education
- Graduate Teacher Standards
- Conceptual framework/programme aims
- Textual/Stylistic



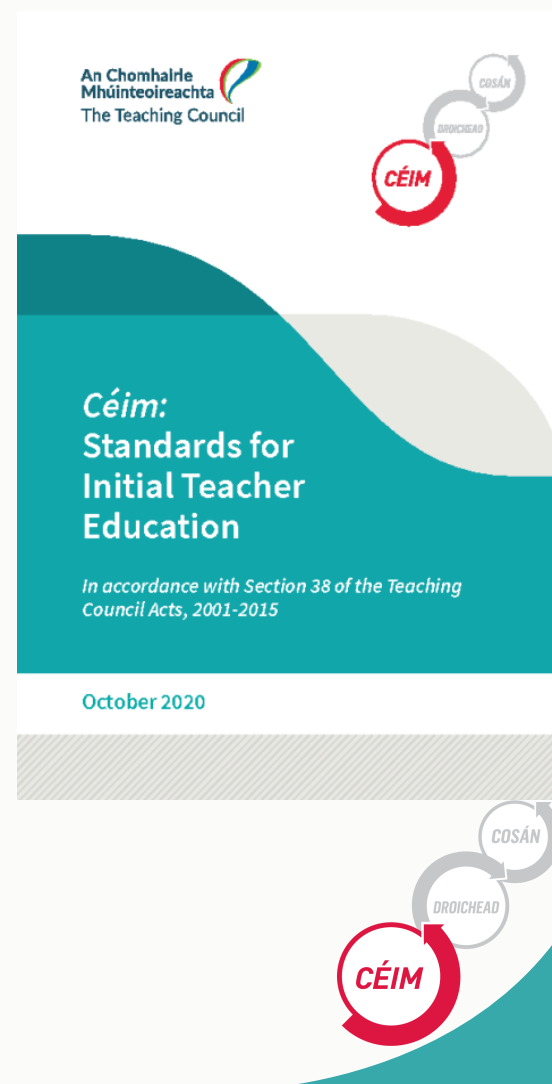
# Points arising from Consultation process

- Need for an extended glossary
- Inclusion of six key principles that underpin the standards
- Need for consistent language, meaning
- Importance of practising teachers involvement in ITE
- Enhanced Gaeltacht period
- 16 mandatory areas reimagined as 7 core elements that underpin programme design
- Connections between school placement, research and portfolio based learning



# Outcome, revised standards for ITE

- All consultation feedback and written submissions received were considered in the redrafting of the *Céim*
- *Céim: Standards for Initial Teacher Education* document was approved by the Teaching Council in October 2020
- All new and existing programmes of ITE are aligned with *Céim* since September 2022

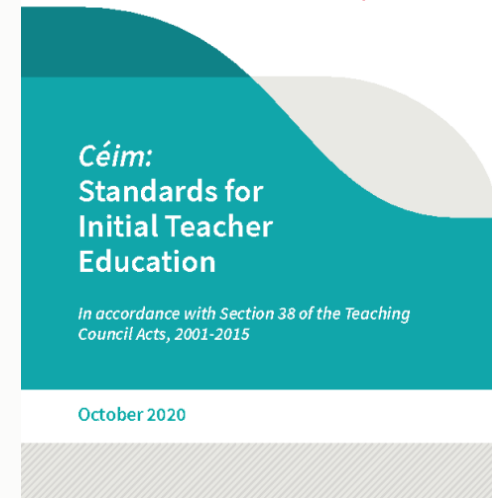


# Céim Overview

## Core elements of programmes of ITE

1. Inclusive Education
2. Global Citizenship Education
3. Professional Relationships and working with parents
4. Professional identity and agency
5. Creativity and Reflective practice
6. Literacy and Numeracy
7. Digital Skills

- During at least one school placement module, the student teacher shall engage in research on their own practice that demonstrates the connection between the sites of practice (HEI and school)
- During every module of school placement, the student teacher shall, through the use of their portfolio (Taisce):
  - *Demonstrate an understanding of inclusive education as applicable to that context*
  - *Demonstrate an understanding of working with parents*



# Q & A

