

SCoTENS

Annual Report 2004

**The Standing Conference on
Teacher Education, North
and South (SCoTENS)**

has been established to develop discourse among teacher educators across the island of Ireland with a view to encouraging open, critical and constructive analysis of both current provision and future collaboration. Its intention is to stimulate and sustain wide involvement in a continuing process of informed enhancement of professional practice.



THE STANDING CONFERENCE ON TEACHER EDUCATION NORTH AND SOUTH (SCoTENS) RECEIVES FINANCIAL SUPPORT FROM THE DEPARTMENT OF EDUCATION AND THE DEPARTMENT FOR EMPLOYMENT AND LEARNING IN NORTHERN IRELAND, AND THE DEPARTMENT OF EDUCATION AND SCIENCE IN IRELAND.



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Dr John O'Brien	University of Limerick
Mr. Andy Pollak	Centre for Cross Border Studies

Chairpersons' Introduction

The work of the Standing Conference on Teacher Education North and South (SCoTENS) continued to develop and progress during 2004 and to achieve the objectives agreed for the duration of the two year pilot project. A summary of the Programme of Work, including networking activities, conferences and collaborative research, is provided below. During the year partnerships and practices have been consolidated and strengthened and much has been learned about each other, north and south of the border, in the light of the shared experiences. The work has not been restricted to Ireland, but has been located within the broader European and international context of change for teacher education.

We would like to thank the Department of Education and Science in the Republic of Ireland and the Departments of Education and Employment and Learning in Northern Ireland for the financial support which has enabled this tremendous work in both jurisdictions to be realised. All of the institutions involved have demonstrated their commitment to the work of SCoTENS, through making additional resources available to further the goals set out for the Standing Conference.

Programme of Work

Sectoral Conferences part-funded by SCoTENS

Each of the sectoral conferences, which were part-funded by SCoTENS, had identified a clear set of aims and objectives for their work, linked to specified outcomes. Full details of each of the conference achievements are detailed in the respective reports in this volume.

- Special Educational Needs in Initial Teacher Education in March and December 2004 (2 conferences)
- Association for Social, Scientific and Environmental Education (IASSEE) in June 2004
- North/South Citizenship Conference in September-October 2004
- Building Research Capacity North and South: Educational Studies Association of Ireland (ESAI) and British Education Research Association (BERA) in February 2005 (full report in 2005 Annual Report)

Research Projects funded or part-funded by SCoTENS

A number of research projects were supported by SCoTENS. These included:

- An Evaluation of a Teaching Package for Children with Profound and Multiple Learning Difficulties
- An All-Ireland Survey of Student Perceptions of History, Geography and Science
- School Leadership in Ireland
- Together Towards Inclusion: A Toolkit for Trainers
- Continuing Professional Development of Teachers North and South: Policy, Provisions, Process and Possibilities

Annual Conference

Once again a major international conference formed a key focus for the work of the SCoTENS committee during 2004. The annual conference adopted the theme *The Changing Contexts of Teacher Education North and South* and was held in Armagh on the 11 and 12 November 2004. Around 120 delegates from universities, teacher education institutions and other interested bodies throughout Ireland attended.

Mr Stephen Costello, Chair of the Post Primary Review Working Group in Northern Ireland, chaired the conference on Day 1. The opening addresses were given by Mr. David McAuley, Assistant Secretary of the Department for Employment and Learning in Northern Ireland and Mr. Paddy McDonagh, Assistant Secretary of the Department of Education and Science in the Republic of Ireland. Mr Sean Feerick, Co-ordinator of the EU Expert Group on Teacher Education in the European Commission Education and Culture Directorate, delivered the keynote address on the theme, *Education and Training 2010: Implications for Teacher Education*, in which he situated teacher education within the broader European context. Responses to the keynote address were provided by Professor Richard McMinn, Principal of Stranmillis University College and Professor Sheelagh Drudy, Head of the Department of Education at University College, Dublin.

At a reception before the conference dinner on the first evening, two high quality SCoTENS sponsored reports were launched. Dr Pauric Travers, President of St Patrick's College Drumcondra, launched the report of the November 2003 Initial Teacher Education conference, entitled *Teacher Education in the Republic of Ireland: Retrospect and Prospect*. Professor Richard McMinn launched the report of the research project *Diversity in Early Years Education North and South: Implications for Teacher Education* (the result of an EU-funded collaboration between the Centre for Cross Border Studies, Stranmillis UC and St Patrick's College).

Professor Anne Moran, Dean of the Faculty of Social Sciences at the University of Ulster, acted as chairperson for Day 2 of the conference. Professor John Coolahan, Professor Emeritus at the National University of Ireland Maynooth, provided the opening address, giving his reflections on the first day's proceedings and updating delegates on the achievements of SCoTENS. Day 2 examined the role and work of the Teaching Councils in three jurisdictions. Ms. Aine Lawlor, Director of the new Teaching Council in Ireland, Mr. Matthew McIver, Chief Executive of the General Teaching Council (GTC) in Scotland and Mr. Eddie McArdle, Registrar of the GTC Northern Ireland each presented details of their responsibilities and in particular focused on the relationship between their Councils and Teacher Education.

Alongside the formal presentations, six discussion forums convened at various stages throughout the conference to address a number of key themes. These were:

- Training for educational leadership
- Integrating ICT into teacher education
- Attracting, selecting and recruiting student teachers
- Partnerships between schools and universities in delivering initial, induction and in-service education
- Teacher education and the integration of Special Needs
- Teacher education for diversity, citizenship and equality

The texts of the keynote addresses and reports of the discussion groups are included in this Annual Report.

SCoTENS Website

The website has been further developed and has been used extensively for the exchange of information between teacher educators and student teachers north and south and for the publication of position papers, research reports and curricular materials. Under the guidance of Dr Roger Austin and Ms Dolina Patterson a wide variety of material and resources pertaining to special educational needs (SEN) is available. Much has been done during the year to ensure that copyright issues and signposting on the website are compliant with the legislation. The site won a *Site of the Month* award during the year for the quality of its SEN materials.

A further site on citizenship education is being planned currently which is intended to support Initial Teacher Education (ITE) North and South, and will have particular reference to the development of an on-line facility for trainee teachers and teacher educators.

Conclusion

The above summary represents a record of substantial achievement over the course of one year. We would like to thank all those who have made SCoTENS so successful, in particular the members of the SCoTENS committee and all the teacher educators in universities and colleges of education across Ireland who have shown such commitment and enthusiasm. Our special thanks go to Mr Andy Pollak and Ms Patricia McAllister from the Centre for Cross Border Studies, whose dedication, hard work, energy and efficiency has ensured the successful implementation and achievement of the SCoTENS objectives and much more. We look forward to being able to continue this work in the future and to building on the successes realised to date.

The Financial Report at the end of this Annual Report illustrates the income and expenditure accounts for the two years January 2003-January 2005.

Signed on behalf of the SCoTENS Committee



Professor John Coolahan
Co-Chairperson



Professor Anne Moran
Co-Chairperson

The Changing Contexts of Teacher Education

**The Standing Conference on Teacher
Education, North and South (SCOTENS)**



Annual Conference

**Armagh City Hotel, Armagh
11 – 12 November 2004**

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DAY ONE

OPENING ADDRESS (1)

Mr. David McAuley
Assistant Secretary
Department for Employment and Learning, Belfast

Chairman, ladies and gentlemen. Good afternoon and thank you for the invitation. May I first express regret on behalf of my Minister, Barry Gardiner, that he could not be present.

As a way of presenting my credentials, I should say a word about our structures within Northern Ireland. I am responsible for Higher Education within DEL. As part of the rearrangement of Departments at the time of devolution, it was decided that this should extend to the funding of Initial Teacher Education. My Department therefore has a joint responsibility with the Department of Education, which deals with schools and, as part of that, looks after the wider aspects of teacher education policy. One practical consequence of this is that both Departments have provided some seedcorn funding to SCoTENS.

The context of teacher education in Northern Ireland is most certainly changing. It is undergoing rapid and multidimensional change. Let me attempt to draw together as many aspects of this as my time permits.

Some of these are changes affecting the school and college system. Some of these, in turn, are high-profile such as the Post Primary Review, which has provided a Curriculum Entitlement Framework at Key Stage 4 and post-16 and the Review of the Curriculum for all key stages.

Some have a lower public profile but are no less important, such as the impact of ICT on teachers and learners.

My own Department is leading a review of further education. The aim of this is to position further education with a clear strategic objective to support economic development.

We have included in the Further Education Review the outworkings of the Post-Primary Review for 14-19 provision. This starts from the presumption that increasing numbers of students should have access to vocational experience and that enterprise should be a central element of further education.

All of these changes, each undertaken for other reasons, will affect profoundly the world within which teachers will work and for which teacher education, at all stages, must prepare them.

The changes, while presenting all of us with challenges, also provide us with important opportunities – the opportunity to work together, to engage in debate, to articulate ideas and ultimately to help to plan and develop our teacher education system.

The wider world of higher education is likewise changing. We believe the direction of change to be positive but there will be a further set of challenges for the teacher education community as there will for the whole of the higher education sector.

Government has recognised that higher education must be equipped to compete internationally and that it must be funded to do so. Most of you will be aware of the extent of change in England following the 2003 White Paper on Higher Education and of the subsequent Westminster Higher Education Act.

We consider it essential that the higher education sector in Northern Ireland should have sufficient funding to remain competitive both nationally and internationally. We have just published draft legislation which would introduce higher variable fees on the same basis as in England with effect from September 2006. The legislation would also require higher education providers to use part of this increased income to widen participation. So we shall have a better funded sector. We shall also have a more diverse body of students: students who will increasingly think of themselves as consumers of a product for which they have had to pay – as much as £12,000 for those who take a 4 year Bachelor of Education degree.

The sector must also aim for excellence in research. We have increased research funding, both capital and recurrent. As part of this we have made a contribution to the Economic and Social Research Council's Teaching and Learning Research programme to allow the Northern Ireland institutions to participate in collaborative research with institutions in Great Britain on a wide range of subjects relevant to teacher education. SCoTENS' own research programme is impressive in its variety and relevance. Like the ESRC programme, it demonstrates what can be achieved through collaboration and partnership.

The final dimension of the changing context is Government's Review of Public Administration. We do not know the outcome of this, but it could bring changes for the Education and Library Boards and so for the Curriculum Advisory Support Service.

Government is working with all of the teacher education stakeholders to assess the impact of all this and to get ahead of the many changes. The Departments have commissioned a range of studies, dealing with the impacts of all the elements of the changing context – from curriculum change through Early and Continuing Professional Development to ICT, costs and demographics.

The studies are steered by a committee representative of all of the stakeholders, especially the providers, and will help to guide the Departments' consideration of future policy.

The studies were informed by a successful conference last May which allowed the wider teacher education community to have a direct input. We are beginning to see the outputs of this work as the first studies reach their conclusions. Working with the stakeholders, our aim is to present the Departments' policy proposals for consultation to a further conference next spring.

Our broad aim remains unchanged. The Departments seek to ensure that teachers are equipped to support tomorrow's learners. To achieve that we need the best possible system of teacher education at all stages of a teacher's progression through his or her career.

There is much good practice on which to build. Our institutions produce graduates of the highest quality and benchmark exceptionally well when assessed against their peers. We have many other achievements of which our system can be proud. I shall mention just two by way of example.

First, there is the international outreach work of our institutions. Students who have worked in different contexts and cultures develop a wider frame of reference which makes them particularly able to deal with changing circumstances.

Both St Mary's and Stranmillis University Colleges have many years' experience in developing international partnerships and in exchanging students with countries in Europe and beyond, including South Africa and the USA, and including many through the ERASMUS student mobility programme.

Second, and John Coolahan was kind enough to give it a positive mention in his address last year, we have our unique 3 i's approach to professional training – initial, induction and in-service. It was commended in a recent report by my professional colleagues in the Education and Training Inspectorate. It points the way in terms of the benefits to be achieved through partnership among the many stakeholders in the complex exercise of equipping our teachers to meet the challenges of the future.

I have attempted a brief sketch of the changing context of teacher education in Northern Ireland. It is, as I said, multidimensional and almost overwhelming in its complexity. It demonstrates that the theme of this conference could not be more appropriate nor more timely. It is especially good that the teacher education community should take the opportunity which SCoTENS presents to compare and contrast approaches to considering the challenges of the future. The topics for the working groups complement very well our own agenda and we look forward to seeing the output of your work. Perhaps most important of all, SCoTENS exemplifies partnership, both North-South, and by all of us who have some part to play in the education and development of teachers.

May I conclude by congratulating you on your work and by expressing the good wishes of both Northern Ireland Departments for a successful conference.

OPENING ADDRESS (2)

Mr Paddy McDonagh
Assistant Secretary
Department of Education and Science

It is a great pleasure to join you this afternoon and I am delighted to have the opportunity, together with David, to open this, the second annual conference. I would like to thank Professor Anne Moran and Professor John Coolahan for their kind invitation.

Today's conference is a real example of the formidable power of partnership and cross-border collaboration. In 2002 both Departments of Education, North and South, agreed to support the objectives and programme of work of SCoTENS. This support has enabled a range of significant joint projects to be undertaken and has assisted in developing professional contact between teacher educators in all teaching education institutions on this island.

The value of this remarkably successful initiative cannot be underestimated. This conference and the attendance here this afternoon are a testament to that fact. I would like to commend the unstinting dedication of the members of SCoTENS in promoting the activities of the group.

The theme of the conference, *The Changing Contexts of Teacher Education, North and South*, is particularly apt in the light of the many changes that we are experiencing in teacher education today. We recognise that education is a strategic force for the social, economic and cultural development of our individual countries, and teacher education faces many challenges in this context. As we move to a knowledge-based society, both North and South, all of our roles within the education system are becoming increasingly more crucial. The needs of both individuals and society are changing at a rate faster than ever imagined. Parents, students, the business community and all client groups are demanding and expecting a great deal more from our education system and indeed from our teachers. We, in the respective Departments of Education, must continue to empower our teachers to deliver on these expectations.

At national, European and international levels, there is unprecedented interest in teacher education policies at this time. Arising from the Lisbon agenda, the work of the Future Objectives Group on *Improving the Quality and Effectiveness of Education and Training Systems* in the EU, which will be discussed during this conference, is one such activity. In addition, the recently completed Eurydice study, *The teaching profession in Europe: Profile, trends and concerns*, provides very useful insights into the challenges facing the teaching profession, national governments and the EU at this time.

Also apposite in this regard is the OECD study, *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*. It is worth noting the title given to the OECD study - Teachers Matter. This, I think, captures the essence of current concerns. There are many reasons for this broad focus on teacher education policies.

Firstly, there is the recognition that the most important factors in positively influencing student outcomes are the *quality of teachers* and the *quality of their teaching*. As teacher educators, you will be very aware of the range of demands on student teachers and teachers in the innovation society. The role of the teacher in today's schools encompasses far more than teaching a class. In addition to developing subject knowledge and pedagogical competence, teachers need to be well-prepared for the demands of more diverse student populations, higher social expectations of schools, expanding fields of knowledge, particularly in the area of ICTs, and new types of responsibilities. We now have the concept of the school as a learning organisation, where teachers work collaboratively in defining their objectives and engaging in a process of self-review and self-evaluation. This represents a sea change from previous practice.

Secondly, there is a perception among teachers, internationally, that the profession has lost status. This may not be the case in Ireland, where teaching remains a high status profession and enjoys public regard, and entry to teacher education programmes at both primary and second levels continues to attract students of the highest academic calibre. Nonetheless there is no room for complacency on this matter. If we are to ensure that competent people continue to see teaching as an attractive career option, we will need to be seen to value teachers' work and promote teaching as an exciting, worthwhile and fulfilling activity. In addressing these issues, there may be a need to review current approaches to recruitment so that well-qualified entrants from a range of backgrounds continue to be attracted to teaching and to ensure that teachers, once they are recruited, receive sustained support during their careers. Teacher educators and national governments may need to collaborate in the active promotion of the profession. In this regard a very strong role exists for Teaching Councils. I will refer to the Teaching Council (Ireland) later.

Thirdly, there is a growing recognition of the need for teacher education policies to embrace the concept of lifelong learning and to acknowledge teachers' needs at every stage in the teaching career. Ultimately, school improvement is dependent on ensuring that competent people want to work as teachers, that their teaching is of high quality, that supports and incentives for professional development and on-going performance at high levels are provided and that all students have access to high quality teaching. This requires well-developed policies on continuing professional development and attention to teachers' work environments.

While teacher education institutions have a primary role in the initial preparation of teachers, there is much to be gained from their involvement in induction and continuing professional development programmes.

For teacher educators, the development of partnerships with schools could add considerable value to the development of teachers' knowledge and skills as well as ensuring that issues of practice also inform research.

The establishment of the Teaching Council in Ireland represents a significant milestone in the development of the teaching profession. The aim of the Teaching Council (Ireland) will be to promote and maintain best practice in the teaching profession and in teacher education and training. As an independent statutory body, the Council will regulate professional practices of teachers, oversee teacher education programmes and enhance teachers' professional lives.

It is expected that, through these activities, the Council will provide teachers with a large degree of professional autonomy and thereby enhance the professional status and morale of teachers. We will be holding our first elections for the Teaching Council later this month. We greatly appreciate the sharing of experiences by our colleagues from Northern Ireland who are at a more advanced stage than ourselves. Indeed all of our neighbours, including Scotland, Wales and England, have made significant contributions to help us achieve our aims. Tomorrow morning's symposium on Teaching Councils should prove very informative in this respect.

Within this broad context, it is entirely appropriate that teacher educators, North and South, have engaged in collaborative actions to ensure that issues of mutual concern are addressed from a strong research and development perspective. The range and scope of the activities organised thus far are both important and impressive.

I would like on place on record my thanks to Andy Pollak and his colleagues in the Centre for Cross Border Studies for their tireless work and boundless energy in organising this conference.

Looking at the list of distinguished speakers, I have absolutely no doubt that there is much to learn and much to share over the next two days. I hope that as participants you will benefit from your attendance and avail of the opportunities for networking and the exchange of best practice which this conference provides. Thank you.

EDUCATION AND TRAINING 2010 - IMPLICATIONS FOR TEACHER EDUCATION

Mr Seán Feerick
Education and Culture DG
European Commission

Introduction

Firstly let me offer my warm thanks for the invitation. I'm delighted to be here, not only for the opportunity to visit Armagh but also for the opportunity to listen to and take part in your discussions here. This meeting is important from a Commission perspective because it provides an opportunity to support your reflection on teacher education by helping you to situate it within the context of what is happening at a wider European level.

The Commission is keen to encourage and support this kind of event and is doing so in many member states, in order to raise the visibility of what we call the Education and Training 2010 work programme among stakeholders at all levels, and thus promote the implementation of our shared European objectives.

In my presentation today, I will describe the European political context within which your discussions may be situated, and focus in greater depth on what we have been doing in the expert group on improving the education of teachers and trainers (Group A is one of eight such groups set up to advance the follow-up of the work) over the past two years. In doing so I will briefly recall the contribution that education and training make towards the achievement of the Lisbon Strategy, and the concrete steps taken towards establishing what is known today as the "Education and Training 2010 work programme".

I will outline how this work programme, by integrating the various policy initiatives taken since Lisbon in the field of education and training, now provides the framework for the modernisation of education and training systems, which was requested by heads of state and government at their historic meeting in Lisbon in March 2000. I will also report on the concrete results which are now emerging from the work programme, particularly in relation to teachers and trainers, and which promise to bring a real added value to the reform of education and training at all levels.

Progress so far

We are rapidly approaching the half way point to 2010, that famous deadline for making the EU the world leader in terms of competitiveness and in terms of social cohesion. The Commission will evaluate, in its mid-term review to be presented to the European Council next year, the effectiveness of this strategy. This review will have to provide answers to some serious questions. Have we been able to shape in a positive way the changes brought by globalisation and the knowledge based society? Is the action taken since Lisbon reaping results?

Without wishing to predict the results of this evaluation, I think that none of us should be surprised if the clear message is that much more needs to be done to implement the reforms requested at Lisbon if our common goals are to be

achieved. Nor should we be surprised to find that this message is also true of education and training. This, in any case, was the assessment of the Council and the Commission in their Joint Interim Report (JIR) to the heads of state and government this year, and this is an assessment which is likely to remain true in 2005.

It is true to say that good progress has been made in laying down the basis for European cooperation by means of the open method of coordination (setting common objectives, peer learning, use of indicators and benchmarks, which are the central methodological components of the Education and Training 2010 process).

- The Education Council agreed for the first time in 2001 on the concrete future objectives for quality, access and opening up of the education and training systems
- The Council also passed in June 2002 a resolution committing the Member States to developing national strategies for lifelong learning.
- The Copenhagen process in November 2002 was launched by the Ministers responsible for vocational education and training in cooperation with the social partners and the Commission in order to develop concrete European solutions for transparency, recognition and quality assurance.

The Education and Training 2010 work programme integrates these different policy strands, setting up an area of cooperation between 31 countries and involving representatives of different stakeholders including civil society and social partners in those countries, and international organisations. It covers all systems and levels of education and training and takes account of new policy initiatives, for example as regards e-learning.

Working groups dealing with common objectives have now completed two rounds of exchange of good practice and study visits. They have identified priority themes, made inventories of existing initiatives, defined a preliminary list of indicators, and secured a much-needed consensus between all interested parties. As a result the working groups have arrived at a first set of policy recommendations which are meant to inform national policy making process. These outputs include:

- A European framework of key competences which should be acquired by all citizens
- A European framework for the qualifications and competences of teachers and trainers
- A single framework for the transparency of qualifications and competences (Europass)
- Common principles for the identification and validation of non-formal and informal learning
- A quality assurance framework for vocational education and training
- The PLOTEUS portal on learning opportunities
- A charter on the quality of mobility for learning purposes.
- The basis of a European credit transfer system for vocational education and training.

In addition to this, the Council adopted in May 2003 five 'reference levels of average European performance' to be achieved by 2010. These so called benchmarks are as follows:

- to achieve an average rate of no more than 10% early school leavers
- to increase by at least 15% the total number of graduates in Member States while at the same time reducing the gender imbalance
- to raise to 85% the proportion of 22 year olds completing upper secondary education
- to halve the percentage of low-achieving 15 year olds in reading, mathematical and scientific literacy
- to raise the average participation of the adult working population in lifelong learning to at least 12.5%

While the responsibility for achieving these European objectives rests with the Member States, the Commission plays a key role in the monitoring of progress through a set of 29 agreed indicators. These are in the process of being improved and consolidated, and a new linguistic competence indicator is also being developed as requested by the Barcelona European Council 2002.

The alarm bells are ringing

This is indeed an impressive set of outcomes, and a real credit to all who have actively and devotedly participated in working groups; who have shared their experiences, positive and negative, with their colleagues from all over Europe; and who have contributed to the development of proposals, many of which have now been endorsed at the level of the Council of Ministers.

However as we approach the mid-way point to 2010, it is crucial that we do not become complacent. The momentum absolutely must be maintained at a political level, in terms of emphasising and re-emphasising the central role that education and training must have in the Lisbon strategy, and at a practical level, in terms of implementing the necessary reforms at the national level.

The need to maintain the momentum, and to step up the pace of reform, was clearly signalled in the Joint Interim Report (JIR). The title of the report conveys the main message: "the success of the Lisbon strategy hinges on urgent reforms". Its assessment is that the European Union is currently under-performing compared to its main competitors, and that this is partly due to a level of investment in human resources which is too low.

The need to focus reforms and investments in the future

The Joint Interim Report sets out a framework of priorities for future action. To remedy the situation, three key levers of action have been identified:

1. National systems must focus reforms and investment in key areas for the knowledge society. Investment in human resources must not only increase in priority areas but it must also be made more efficient; private investment, especially in higher education, continuing vocational education and adult education must increase; and teachers and trainers, the agents of change, must be supported to adapt their profession to the demands of the knowledge based society. The profession must be made more attractive.
2. Lifelong learning strategies must be put in place in all Member States by 2006 – a target supported by the European Council. In this context special attention needs to be given to the needs of low-skilled and disadvantaged groups.

3. A European Qualifications Framework must urgently be put in place, in order to support the development of the European labour market and European citizenship.

The Joint Interim Report also foresees that the Council and the Commission will report jointly every two years to the European Council on progress achieved. The Commission will make the most of this possibility as of 2006 to monitor more closely progress achieved at national level towards the common objectives set for 2010, concentrating especially on the priority levers and benchmarks I have referred to.

Teachers and trainers within the context of Education and Training 2010: the work undertaken by Group A - Improving the Education of Teachers and Trainers

First year: Identifying and analysing the issues

Teachers are at the heart of the discussion on the quality of school education. They play an important role in enabling our education systems to respond successfully to the important challenges of the knowledge society.

The establishment of a specific working group on improving the education of teachers and trainers shows us clearly that the work to be undertaken on teacher education is of transversal importance and central to the work carried out across all of the other working groups.

In their Interim Report submitted to the Barcelona European Summit in Spring 2002, the Ministers highlighted four key issues on which further work should be undertaken. These are:

1. Identifying the skills that teachers and trainers need given their changing roles in society
2. Supporting teachers and trainers as they respond to challenges of the knowledge society
3. Securing sufficient entry levels
4. Attracting recruits from other areas of professional experience

In the initial stages of its work, Group A decided to focus on the first key issue identified in the Barcelona Report, namely the question of the competences teachers need in order to respond successfully to their new role. These competences may be grouped around two broad areas and should be seen as an attempt to identify what the generic competences of a teacher are.

(i) Learning process competences: how teachers are equipped to deal with issues such as diversity of intake and the environment in which teaching takes place.

- a) Dealing with social, cultural and ethnic diversity of pupils/trainees
- b) Organising learning environments and facilitating learning processes
- c) Integrating ICT in formal learning situations and in all professional practice
- d) Working in teams with colleagues and other professionals involved in the learning process
- e) Working in school curriculum and organisation development and evaluation

- f) Collaborating with parents and other social partners
- g) Acting in an investigative or problem-solving way
- h) Steering and promoting their own professional development in a lifelong learning perspective.

(ii) Learning outcome competences: how teachers/trainers are equipped to ensure that pupils/trainees acquire skills of citizenship, and develop appropriate competencies during their education /training

- i) Contributing to citizenship education of pupils and trainees
- j) Promoting the development of competences of pupils for the knowledge society
- k) Linking the development of new curriculum competences with subject learning.

It is also important to highlight the personal qualities which make a good teacher.

Results of the first year's activity

The Joint Interim Report (JIR) emphasised the central role of teachers and trainers in the knowledge society. It highlighted the need to support ongoing professional development, the importance of a common competences and qualifications framework in order to ensure transparency between systems, and the issue of attracting and retaining high quality graduates in the profession.

Similarly the 1st Activity Report of Group A on improving the education of teachers and trainers shared this emphasis and stressed the importance of developing:

- coherent lifelong teacher education and professional development policies
- appropriate quality assurance and accreditation systems
- new types of partnership between teacher education institutions and schools and a research-based teacher education
- appropriate participation of the stakeholders in policy development and evaluation.

The central role of teachers as key actors in attaining objectives in the field of basic skills, information technology, citizenship education and making learning more attractive was also stressed by many other expert group reports.

The ongoing work on teacher education has been premised on the need to ensure that the initial and continuing education of teachers and trainers is seen in a lifelong learning perspective; that supporting their professional development over the continuum of their careers is seen as a quality assurance issue, and that suitable indicators are developed for measuring their professional development. The need to ensure that the process of reflection on how to improve the education of teachers and trainers contributes to the process of policy making at national level has been an underpinning principle of the work undertaken in Group A.

Second year: identifying key priorities for further work

Investment in the quality of teachers and trainers and the success of the reforms

The JIR stresses that the success of the reforms which are necessary to achieve the objectives set out for education and training by 2010 depends directly on the motivation and the quality of teachers and trainers. Changes in working conditions and career structure and improved opportunities for professional development are needed in order to attract and retain the best talents in the profession. In order to improve quality, the JIR emphasises that teachers and trainers must be prepared "for their changing roles in the knowledge-based society and in transforming the education and training systems", and that in order to enable teachers and trainers to meet these challenges, Member States should consolidate the education of teachers and trainers in a lifelong learning perspective.

This investment in teachers and trainers represents the qualitative aspect of what is deemed as the first priority lever of success of the Education and Training 2010 Process - "focus reform and investment in the key areas". The fact that the current demographic profile of primary and secondary teachers in Europe will require the recruitment and training of over a million teachers by 2015 gives increased relevance to this investment.

(ii) European Framework for the Quality of Teachers' and Trainers' Competences and Qualifications

The JIR emphasises that within the context of a strategic approach to lifelong learning, European common references and principles should be developed as a matter of priority in the context of the implementation of the Lisbon and Copenhagen processes (Education and Training 2010). These common European references and principles will encourage and support national reform policies and promote mutual trust among the key players, and should be seen "as part of the implementation of the work programme of the objectives of education and training systems and of the Copenhagen Declaration".

One such framework relates to "the competences and qualifications needed by teachers and trainers in order to fulfil their changing roles". Other areas which are seen as key elements of a lifelong learning strategy - equipping all citizens with the key competences they need; creating learning environments which are open, attractive and accessible to everyone; targeting efforts at disadvantaged groups - provide further outcome-based criteria for the development of such a framework.

Other key elements of the Europe of education and training mentioned in the JIR - the general European qualifications framework, the increase of mobility and the European dimension of education - are also closely connected with the development of a framework of common European references and principles for the policies regarding the quality of teachers' and trainers' competencies and qualifications.

Developing a common European framework : guiding principles

The work undertaken in year 2 in relation to supporting teacher professionalism, quality assurance and the development of indicators to measure professional development provides substantial material for reflection on the issues which

should be addressed by European and national authorities if the recommendations on teachers and trainers in the JIR are to lead to the implementation of measures which support the development of high quality professional development policies in Europe.

As suggested in the Joint Interim Report, these measures are best seen within a common European framework providing a reference for the development of policies which support the continuum of professional development in a lifelong learning context and ensure that learners at all levels benefit from the contributions of highly qualified, widely experienced teachers and trainers who are engaged in a continuing process of professional development. A common framework supporting the development of quality teacher and trainer education in Europe will also contribute to the development of transparency and mutual trust between systems.

Group A has emphasised that the following general guiding principles should be taken into account in the development of such a framework:

- Teaching/training should be seen as a profession based on a professional, tertiary level, university, or equivalent, research-based initial education for teachers and/or other appropriate professionally recognised levels for trainers;
- The issue of competences in teacher /trainer education should be seen in a lifelong learning perspective ;
- The process of continuous professional development should be 'owned' by both individuals and institutions in a context of partnership between teachers/trainers, their constituent organisations, employers, parents' associations and education authorities;
- Mobility should be seen as an integral part of professional development at initial training and continuing professional development stages. It should be seen as contributing a European added-value to the development of optimum learning environments for all young people and should be appropriately recognised and accredited;
- The European dimension and learning other European languages should have a much stronger presence in initial teacher education curricula and programmes;
- Appropriate professional support should be provided for those responsible for the education of teachers and trainers;
- Effective support structures are necessary at European level in order to promote the European dimension of the professional development of teachers and trainers.

The reflection on the content and scope of a European framework for teachers' and trainers' competences and qualifications should also be informed by developments within the broader field of lifelong learning as well as in the ongoing work in the follow-up of the Copenhagen Declaration and Bologna Process.

Implications for Teacher Education

Teacher education should be seen as a process of lifelong learning and career development for the individual teacher. At a more structured level there is a need for a continuity of purpose between initial training, induction and ongoing

professional development. Of central importance in this context is the creative and reciprocated collaboration between the university, the school and other stakeholders in the education process. New types of working are necessary which prepare new teachers to respond flexibly to new teaching scenarios and which support the teacher to be a key actor in his/her own professional development.

In this context, the experience of the European programmes in education and training, and particularly the Comenius and Erasmus actions of the Socrates programme, is very valuable. Projects supported within the framework of these actions have and can make a significant contribution to developing new, less cloistered ways of working at European level, but also within institutions. They can be catalysts for looking at new ways of organising work, new ways of envisaging initial teacher education at a European level.

Initial teacher education needs to adopt a more proactive role within Comenius and indeed Erasmus. A greater focus needs to be given to the impact of projects and their capacity to influence the mainstream concerns of teacher education within Member States. The impetus for working together and sharing of good practice created by the objectives process provides this opportunity, and indeed sets a clear challenge to education faculties across Europe to create new types of course, new forms of certification which will enable policy-makers to see the truly European dimension of the teaching profession .

In this respect, the Commission's proposal for a new integrated lifelong learning programme (the successor to Socrates and Leonardo Da Vinci) has been well received, and will be due for adoption by the end of 2005. It is intended to relate this new, integrated spending programme much more closely to the policy cooperation process, thus providing a powerful instrument for its implementation.

Further reflection

Important issues, which should inform reflection by those involved and interested in teacher education at institutional or policy making levels :

Within institutions:

- the extent to which teacher education faculties participate in the international co-operation programmes of their universities
- the position of teacher education within the higher education system and the importance of the Bologna Process
- partnerships between schools and teacher education institutions- how do they impact on research; does the partnership go beyond the school as a venue for teaching practice?
- is there a European dimension in teacher education- does participation in European projects make a difference to the content of curricula within the institutions; do they influence policy development at institutional or other appropriate levels?

Within institutions and among policy makers:

- the contribution of projects developed within the framework of Socrates-Erasmus/Comenius to policy development.

- the development of projects which respond to the policy imperatives of increased convergence between teacher education systems.
- the role of the teacher as a 'mediator' of the European dimension of the classroom.
- the importance of the lifelong career development of teachers; the need to ensure coherence of teacher education over the continuum; how is continuing professional development policy driven within systems? is there an entitlement, obligation, school based, supply/demand driven?
- mobility in teacher education - how can we promote a culture of mobility? issues of recognition; trust between institutions; languages in teacher education.
- how are those who train teachers educated and supported in their continuing professional development?
- availability of information about the content of teacher education within the EU.

Conclusion

In conclusion, I would like to say a few words about how we see the future. Work on the development of the common European framework will provide a catalyst for formulating policies on teacher education at a European level. However it is important that those who are responsible for teacher and trainer education at national level find in the Education and Training 2010 process material which will be useful as they reflect on policy development and the process of reform of systems which is necessary, if the challenges identified in the JIR are to be effectively addressed. It will therefore be important to put in place appropriate strategies at national level which will ensure that more information about what is happening in Education and Training 2010 in general and in the area of teacher/trainer education in particular is made more widely available.

If teachers and trainers are seen as key actors in ensuring the success of reforms, then it will be necessary that they know what is happening in the follow-up of the Lisbon agenda and have an opportunity to be involved in the process of reflection, discussion and decision-making at appropriate levels. Increasing use of information seminars and cross-thematic working groups can play an important role in responding to the need to insure that information circulates more widely. Many countries have already started to reflect on the most effective way of ensuring progress in the thematic areas covered by the Education and Training 2010 groups within an integrated approach to lifelong learning. Such approaches are welcome and should provide a basis for addressing teacher education within a wider framework at national level. Lifelong learning competences, the links between schooling/training and the world of enterprise, education for citizenship, and inclusiveness provide a backdrop for reflection on what we need teachers and trainers to be able to do. However issues such as curriculum design, assessment, languages, mobility and recognition may require the involvement of colleagues from outside the immediate teacher/trainer education field in order to ensure that real reform is facilitated.

Thank you.

EDUCATION AND TRAINING 2010 – IMPLICATIONS FOR TEACHER EDUCATION

First Response to presentation by Seán Feerick

Professor Richard McMinn
Stranmillis University College

Lisbon: A City of Mystery

Lisbon is a city I know quite well. Indeed I have visited it on no fewer than three occasions in recent years. Despite the great earthquake which reduced whole sections to rubble in the eighteenth century, it is a city of considerable atmosphere and charm. It is redolent still of an air of mystery – a legacy perhaps of its neutrality during the Second World War, when it was a centre of espionage for both the allies and the Axis, given its closeness to Franco's Spain. Lisbon of course was a gateway to the New World for the Portuguese explorers in the 15th and 16th centuries, during the era of what political correctness now requires us to term the 'Voyages of Encounter', as opposed to the 'Voyages of Discovery'. Indeed, I can claim to have stood beside the modern 'Monument to the Discoveries' at Belem, on the city's outskirts, in the teeth of an April gale, and watched as the sunglasses of one of my party were whipped off his face and disappeared in the general direction of Brazil. On my return last July in rather different temperatures of 40°C +, I could find no trace of them! As I wandered around the 18th century grid-iron streets leading to Black Horse Square, or rode the tram up through the atmospheric Alfama District to the stunning viewpoint of St George's Castle, I have to confess that never once was I struck by the thought that I was in the city which in the year 2000 had given birth to the Lisbon objectives! Like the city itself, they have retained an air of mystery, I suspect not just for me but for many citizens of the EU.

The Lisbon Objectives: Visible or Invisible?

I can illustrate my point by another anecdote or confession. Last week I spent an interesting day, with some others in this room, in the Ramada Hotel, just outside Belfast, at an event organised by the Department of Education (NI) – part of a process of developing a detailed strategic plan for the Northern Ireland Education Service to coincide with the recently announced 2005-08 spending round. It was presided over by the Permanent and Deputy Secretaries of the Department. Seán will be shocked to learn that the Lisbon Objectives, or even the Education and Training 2010 Work Programme, were never once mentioned. Indeed, while the words 'global society' featured in the draft planning documentation, it was left to several of us in one of the working groups to raise the EU flag and suggest that, just possibly, given the position of the population of Northern Ireland as EU citizens, some European reference might be a good idea. Certainly at no point did the working groups sit down with the 2010 Work Programme and check off what was being proposed against it.

The EU and the Black Limousine Culture

Now all of these confessions may tell us something about the visibility of the EU at its periphery and indeed something about the relative insularity of Northern Ireland society. How many people in the room can tell me who the current Head of the EU Office in Belfast is? I'm tempted to say that the Commission will offer a free weekend in Lisbon to the lucky winner. The answer is Eddie McVeigh. They may also indicate that the EU and its Commission have got a PR or image problem. You know what I mean. The issue was well summed-up some days ago by the Dutch MEP who was one of the leaders of the successful revolt against the appointment of the controversial Italian EU Commissioner, Rocco Buttilogne, when he talked about decisions in European affairs being the monopoly of the politicians in black limousines, who met together in glamorous European destinations to settle affairs without reference to the Union's citizens. Indeed one even got a glimpse of this in Seán's speech, as he referred to the Lisbon strategy, the Copenhagen process, the Barcelona summit, the Bologna process etc. You will get an even stronger sense of it, as I have done, if you go back and read the actual report from the Education Council to the European Council of March 2001 on the 'Concrete Future Objectives of Education and Training Systems' (i.e. the Lisbon Objectives), which provides a whole litany of other processes to add to the list – Luxembourg, Cardiff, Stockholm, Santa Maria de Feira, Nice, Riga – I could go on.

The Lisbon Objectives and the Robert Kilroy Silk Factor

The relative ignorance of these developments at grassroots level may also be something to do with cynicism, brought about by the reality that many of the declarations and programmes are actively resisted in particular member states - what I suppose you could describe as the Robert Kilroy Silk factor (although megalomania might be another explanation in his case). I have been following with some selfish interest the unfolding of the Bologna process, which as one of Seán's slides indicated, includes a commitment to a three-year cycle undergraduate degree structure. Where does that leave four-year undergraduate degrees, such as the BEd currently offered by Stranmillis and St Mary's in the North and recommended in the recent review of the BEd as a desirable, although as yet unattained, objective in the South? But just when I begin to get excited about this issue, I pick up my THES and read that France has just given the classic sign involving 'deux doigts' to Bologna, in the best Gaullist 'non' tradition. This is a word with which we are very familiar in Northern Ireland, of course in a variety of versions and colours. 'Dyslexics of Newtownards Say On'!

Some Good News from the North

Seán, I don't know whether you arrived in Armagh today in a black limousine (I rather suspect not), but however you travelled, your presence is welcome, both personally and as a representative of the Commission. You have provided us with a timely reminder of the European context in which we all operate and you have also provided welcome reinforcement to what some of us who have been flying the European flag have been trying to say and do. Lest you have been depressed by my earlier remarks, I am the bearer of some good news from a Northern perspective. Even though the words 'Lisbon' and 'Copenhagen' may not have been on many people's lips here of late, actually significant strides have been, and are being, taken to realise what you have outlined. Let me address some of your action points and provide some examples, although I suspect that Eddie

McArdle on behalf of the General Teaching Council Northern Ireland (GTC-NI) in particular, in his address tomorrow, will want to provide more detail on some of them. Many of us may only have had the haziest of notions up to now of the implications of the Lisbon objectives, but by some process of osmosis, or perhaps because the objectives and the Education and Training 2010 Work Programme represent sound common sense, we have been implementing in the NI context much of what has been proposed, even if more remains to be done, as indeed the Commission's mid-term review is likely to confirm from an EU-wide perspective.

Key Northern Ireland Actions in Relation to the Joint Interim Report (JIR)

1. There is an opportunity through the current development of a Strategic Plan for the Northern Ireland Education Service 2005-08 to incorporate the 'five reference levels of average European performance' which you outlined, even if some of us may need to remind DE of their existence (but maybe, to be fair, they do already intend to place their own target-setting process for the new Strategic Plan for the NI Education Service within this valuable frame of reference). The linguistic competence indicator, when it is finalised, may however prove something of a challenge for NI society, although the Council for the Curriculum, Examinations and Assessment (CCEA) has currently been tasked with developing a primary school languages strategy.
2. The revised NI Curriculum, which will be phased in from 2006-07 onwards, will be geared towards developing pupils to participate in a knowledge society, with an emphasis, for example, at Key Stage 3 on 'Life and Work', and a skills-orientated, process-orientated approach at all four key stages and a particular focus on Personal Education, Citizenship and Thinking Skills.
3. The reform of the Further Education sector, currently being taken forward by the Department for Employment and Learning (DEL), is addressing the challenges of vocational and adult education and lifelong learning.
4. All of the above has been underpinned by a massive investment in ICT resources in schools, further education and even, albeit belatedly, initial teacher education, through initiatives such as C2K. The NI Educational Technology strategy, 'emPowering Schools', is currently being revamped.
5. Discussions continue around the Curran Report on the pay and conditions of teachers in NI and the related issue of a PSDR/appraisal system, linked to career development.

Key Northern Ireland Actions in Relation to the Work of Group A – Improving the Education of Teachers and Training

1. Both Department for Employment and Learning and Department of Education are currently driving a process of teacher education reform, intended to respond to what has been labelled as 'a climate of change'.
2. Teacher education recruitment and retention in Northern Ireland remain generally buoyant, despite employment difficulties which are likely to be exacerbated by a demographic downturn (although I was interested in the European Union statistic in the 2001 report from the Education Council to the European Council that in 2001 half of EU teachers were aged 40 or more and 20% would be retired by 2011, and that in some countries the proportion due

to retire by 2011 is as high as 75-80%. This is precisely the kind of information we need to inform the local reform debate, as I have recently urged). A research study undertaken at Stranmillis, on behalf of DE, has in fact highlighted some current pockets of post-primary recruitment difficulty. I was equally intrigued by Seán's statistic that Europe will require the recruitment and training of over a million teachers by 2015.

3. Teacher education at the initial, induction and early professional development stages in NI is already integrated and competence-based, and these competences are currently being revised by GTC (NI) at the request of DE as part of the wider teacher education reform process. Given that the Equality Commission has recently highlighted the need to pay greater attention to preparing teachers to deal with equality issues in an increasingly multi-cultural (and sadly racist) society in NI, I would be surprised if the revised competences do not have something to say about this. Whether in the short-term this will prevent Portuguese, Chinese or Filipino workers being petrol-bombed in their homes is another question.
4. The GTC is also currently reviewing the CPD process for teachers and no doubt it will be seeking to do so in the context of career-long learning and the identification of competences, bearing in mind that the current Professional Qualification for Headship (NI) programme for prospective head teachers and the linked programme for serving heads, provided by the Regional Training Unit (RTU), are based around a set of standards. It would therefore be strange if the gap between Early Professional Development (EPD) and PQH (for those who seek such a career path) were not to be treated in similar fashion. It is also, I believe, the case that the review is addressing the issue of accreditation of CPD work and no doubt the Group A concept of a 'shared' approach to CPD for teachers will resonate with GTC representatives.
5. As I have already noted, citizenship education is firmly on the NI curriculum reform agenda and important pilot work has been done in this area by CCEA, in partnership with HEI colleagues.
6. The HEIs are currently working with CCEA to ensure that the new curriculum competences are linked with subject learning and ITE programmes are currently being revised to reflect this emphasis (e.g. the BEd pathways at Stranmillis).
7. The NI GTC has recently adapted a Code of Professional Values for teachers in NI following extensive consultation, and no doubt the new teacher education competences will reflect this Code.
8. The teacher education system in NI is already based on a partnership model involving schools, but we would all acknowledge that more needs to be done to convert the rhetoric into reality in this area. However even as things stand, we do already see schools as more than simply 'venues for teaching practice'. Certainly consultation by HEIs with schools as key stakeholders has been happening through the Partnership Days, funded by DE and organised by the institutions. However experimentation is ongoing, for example, at my own College in relation to different partnership models and we have even put some funding into supporting innovative projects proposed by staff in this area. We are also currently working with St Mary's College in Creggan in Derry, with a teacher currently seconded to the College at the school's

expense, in order to develop pupils at St Mary's as leaders of learning. The new M.Teach. degree at Stranmillis provides another example of an innovative partnership model, which is very much designed to 'support the teacher to be a key actor in his/her own professional development'.

9. Your support and that of Group A for research-based, university-based, tertiary level teacher education will win you many friends in this room. I'm sure Sheelagh will be alluding to the Hibernia College initiative in the South as a glaring example of a departure from the principle in the interest of 'stroke' politics. Certainly we need to be given further support, as in England, to develop a research-based approach to teacher education.
10. Teacher education mobility has been a striking feature of the Northern Ireland ITE system, at least at undergraduate level, and valuable support has been given to this originally by DE's predecessor DENI and latterly by DEL. To give an example, Stranmillis University College currently has active partnerships with no fewer than 27 European institutions in 13 states and has achieved in recent years a business target of 20 per cent outward mobility for its BEd students. Inward mobility has been equally encouraging. Outward mobility of course has to be seen not just in the context of Comenius and Erasmus and of Europe, but also in a wider global context, and our undergraduate students are also now undertaking short-term placements in the USA, South Africa, Zambia, Uganda and China. In the case of Erasmus exchanges, the ECTS system has been implemented. I know that St Mary's UC has enjoyed similar success in developing its undergraduate international programme. However, the PGCE programmes at all of the HEIs pose greater problems, because of their short duration (36 weeks), in relation to introducing a European dimension. However there may be interesting developments in this area that I am not aware of. As for Comenius etc., certainly we at Stranmillis have been active players in a number of Comenius initiatives in recent years and are currently leading two major projects – one a joint EU/ US funded programme and the other funded under Comenius 2.1, involving 10 partner institutions. The CARE project is in fact strongly focussed on developing a global curriculum for teacher education in the context of under-achieving pupils. Staff mobility in a European and world context has also been a feature of our work. School involvement in Comenius projects has also been considerable in NI in recent years.
11. Language learning, especially at key stage 1 and 2, is currently under review in the North and the unfortunate DE decision to phase out MFL provision at both university colleges in the mid-1990s may well be reversed shortly, although this would have significant resource implications. The forthcoming situation at Key Stages 3 and 4 is seen by some teachers as less positive. However the proposed introduction of specialist schools at post-primary level may prove helpful.
12. The UK-wide, government-supported Rewarding and Developing Staff initiative in the HE sector has enabled all of the NI HEIs to enhance professional support and financial incentives for those engaged in ITE.
13. The position with regard to the Bologna process is less than clear currently at the UK level and will require continued monitoring.

The Value of the European Perspective

Thus, as you can see Seán, your contribution to the ongoing teacher education debate in the North has been timely. Many of the issues which you identified are already under discussion here and you have injected, on behalf of the Commission, a valuable European perspective which I know we will want to add into our deliberations, for example in relation to the GTC (NI) review of teacher education competences and CPD.

The Impact of Lisbon

In conclusion, I would like to return to Lisbon and to the 'Monument to the Discoveries' at Belem. The monument was erected in 1960 beside the River Tagus on the 500th anniversary of the death of Prince Henry the Navigator. Its angular design in concrete represents the prow of a ship, with Prince Henry pointing the way to the future to a crowd of illustrious personages, one of whom is the famous 16th century Portuguese poet, Luis de Camões (Camoens) who celebrated the epic voyage of Vasco da Gama in his work *The Lusiads* (1572). One could see the optimistic nature of the Monument as an appropriate metaphor for the Lisbon objectives. But I am also reminded of the poet Camões description of the city of Lisbon – 'The princess of the world ... before whom even the ocean bows'. Let us hope that the Lisbon objectives evoke even half as dramatic a response. I am confident that in Northern Ireland they will.

EDUCATION AND TRAINING 2010 – IMPLICATIONS FOR TEACHER EDUCATION

Second Response to the Paper by Sean Feerick

**Professor Sheelagh Drudy,
University College Dublin**

Introduction

I want to express particular thanks to Sean Feerick for a paper that I think all would agree was extremely wide ranging, very informative and also very challenging. My remarks this afternoon come from the perspective of somebody who is involved in teacher education in the Republic of Ireland, preparing teachers in initial education for second level schools utilising the consecutive model, although Mr Feerick's paper is not exclusively concerned with the consecutive models of teacher education.

Educational Change

First, I would like to refer to the quotation which Sean Feerick made from ex-Prime Minister Wim Koch, who is very concerned, it seems, about the slow implementation of progress on the Lisbon Agreement. Obviously progress on achieving the Lisbon objectives is uneven throughout Europe. In fact the implementation of educational change can be slow and often does indeed lag behind economic change. This can be an irritant to policy makers who may feel that there is a certain level of inertia in education systems. There is an alternative way to look at educational change. That alternative is to critically analyse and review what has been happening within education systems throughout Europe, particularly (for us) in Ireland.

The Republic of Ireland has been engaged in a series of reviews of the education system since the early 1990s. These have had a major impact on the system, not least in the area of legislation. While the initial impetus for this period of change and reform of the education system in Ireland came from an external source - the 1991 OECD review of education (OECD, 1991) - much of the subsequent reform proposals and changes have emanated from review bodies and policy documents generated from within the system and the wider Irish society. However, we are only now beginning to realise the impact of educational change initiated at a European level.

With regard to educational change, the work of the French sociologist and philosopher Pierre Bourdieu offers a different form of analysis from that of Wim Koch (Bourdieu and Passeron, 1977). From the perspective of the role of education in social, economic and cultural reproduction, the relative time lag in implementing the Lisbon Agreement could, perhaps, be better explained in terms of the concept of relative autonomy, since education institutions, whether here or elsewhere, are very large bureaucratic institutions. Such institutions develop over time what Bourdieu referred to as relative autonomy. In other words, cultural processes and procedures become relatively autonomous from the economic structures which helped to shape them in the first place, and become themselves difficult to change. From one perspective, education change is somewhat messy

and slow. From another, more long-term perspective, it can reasonable be argued that educational change has been unprecedented over the last 10 years.

Competences – a European Framework?

Let us turn to the issue of competences, which were also raised in Mr Feerick's paper. This issue has particular relevance to the Bologna process. There is a question mark beside the term 'European Framework' as the Bologna process is still a matter of discussion and uneven adoption throughout Europe (Reichert and Tauch, 2003). It may be, nevertheless, too late to put a question mark, as the direction in which the university system throughout Europe is moving since the beginning of the implementation of the Bologna Declaration is towards the establishment throughout Europe of a system of easily readable and comparable degrees, which will facilitate both student and labour mobility throughout the European Union. The concept of 'competences' will be the central comparative tool in this process (Gonzalez and Wagenaar, 2002). For the last three years an EU funded and European University Association supported project involving more than 70 European universities (the TUNING project) has been exploring the complexities of the implementation of the Bologna Declaration. One of the key concepts in that project is the concept of competences, which are seen to be the mechanism by which the universities can define the learning outcomes of programmes and compare them to each other. Competences in the TUNING project are defined as a dynamic combination of attributes with respect to: knowledge and its application; attitudes and responsibilities that describe the learning outcomes of an education programme; and how learners are able to perform at the end of an educational process.

These learning outcomes involve three forms

- Learning and understanding, which relates to the theory in this case of education.
- Learning how to act, which is the application of the theory.
- Knowing how to be, which relates to values (Gonzalez and Wagenaar, 2002).

Many teachers will recognise the concept of learning outcomes described in this way, under the headings of 'knowledge, skills and understandings'. Almost all teachers are familiar with these concepts throughout their working lives and will have used them as the framework for setting their teaching objectives.

Work conducted in University College Dublin as part of the TUNING project suggests that, as the higher education system moves towards a competences model in order to compare degrees from one European country to another, it will be important to avoid the administrative seduction of systems which are overly prescriptive and reductionist (Drudy, 2003). Competences may be divided into two forms - generic and subject specific. Generic competences can and should include critical and reflective dialogue with professional practices and with institutional structures.

The Lisbon Objectives and Human Resources

In his paper Mr Feerick mentioned on a number of occasions the relationship of the Lisbon objectives to human resources. He took particular pains, in fact, to point out that the performance of the European Union on the Lisbon objectives

can be related to human resources. In education the 'human resources' are primarily the teachers in the schools and the teacher educators in the universities. If teachers and trainers are indeed the agents of change, then it would seem clear that ministries must make the appropriate investment to achieve the objectives in initial teacher education, in induction and in continuing professional development. The investment must not be confined to the dissemination of information, important though that is. It must also be directed to supporting the level of change that will be required in professional practice and in the day-to-day operation of schools and of universities in order to achieve the objectives. Recent newspaper reports on parliamentary proceedings suggest that there is an expectation that the number of teachers will be reduced over the coming years. That seems to run quite counter to the objectives as articulated by the Lisbon Agreement. It seems to me that we cannot both increase investment in human resources and cut back in education at the same time- i.e. cut back on teachers at all levels. There are very significant challenges to the profession and to teacher educators if the objectives that are outlined in the Lisbon Agreement are to be grasped and implemented.

Historic Moment

Ireland now stands at a critical point in time - indeed what might be called an historic moment. The establishment of the Lisbon objectives, and the work programme set out to achieve them, present a challenge to what might be called 'Ireland Incorporated', to take the risk to invest in the future. At this point, no one can predict the outcome of the Lisbon Agreement. However if Ireland takes that risk and invests even more significantly in the initial and continuing professional development of the teaching profession, we may, as a society, gather the benefits within a period of perhaps five or ten years in an enhanced quality of education for all citizens.

Challenges to Teacher Educators

There are considerable challenges to us as teacher educators. Ireland has been very fortunate over the last couple of decades to have had a very high quality of entrant to the teaching profession. That is equally true in Northern Ireland. Entrance to both primary and post-primary teacher education in the Republic and in Northern Ireland is still very competitive (Drudy, Johnston, Martin, 2004) and research indicates that there is a very high calibre of entrant to the profession (ibid.). The challenge now is to retain that. Irish policy makers and teacher educators cannot afford to be complacent that this will continue, unless there is a policy programme to support and enhance teaching and its conditions. The recommendations of reports emanating from the EU Commission itself, and from the OECD, should be implemented in order to attract and retain teachers. Other jurisdictions have not been so fortunate as Ireland in the quality of their teaching forces. Thus Ireland needs to invest in teaching and in teacher education and to take steps to enhance the status and condition of teachers.

Mr Feerick has articulated the need for partnerships among stakeholders. He has also argued for the extension of partnerships between schools and universities, not just in teaching practice but in research and projects as well. A number of Irish institutions have begun the process of researching the system in partnership with other stakeholders. For example my own institution (UCD) has been involved in the Teacher Induction Pilot Programme - a partnership project involving schools, teacher unions, the Department of Education and Science itself, universities and

education centres in researching and developing models for the induction of newly qualified teachers in the Republic of Ireland. Another major partnership project is to be found in NUI Maynooth's 'TL21' or 'Teaching and Learning for the 21st Century'. This again is a partnership between schools and universities. Very innovative work is being done in University College Cork on educational disadvantage – 'Bridging the Gap'. This aims to 'bridge the gap' between the educational experiences, opportunities and achievements of pupils in schools in disadvantaged areas of Cork city and those in schools in more advantaged areas. These and similar projects in other universities mean that the development of meaningful research partnerships between universities and schools has begun. Mr Feerick's presentation today challenges us to build on such partnerships and to research other dimensions of the universities' relationship with schools and the teaching profession. This is a challenge that no doubt will be taken up very enthusiastically.

There is also a challenge to involve stakeholders such as employers, professional bodies, teacher unions, parents and students in teacher education and continuing professional development. Stakeholders are represented to a considerable degree already in consultative bodies. A very important example of the value of such consultative bodies was exemplified in the work of the National Education Convention of 1993 (see Coolahan, 1994). This provided a forum in which the whole education process was debated and formulated in advance of the White Paper of 1995 (Government of Ireland, 1995). Submissions and presentations were made by 42 partners in education. This was a very dynamic and participative form of education policy making.

The European Dimension and Mobility in Teaching

Mr Feerick also emphasises the potential of greater involvement with European projects in initial teacher education. Desirable as this is, there are complex problems associated with European exchanges and other European involvement in consecutive courses. These problems are very practical ones. Postgraduate teacher education programmes are short one-year courses, intensive and extremely crowded. There are thus very obvious practical difficulties in enabling students to avail of Erasmus exchanges in postgraduate teacher education programmes.

However many students on Higher Diploma in Education courses have been involved in three or four year programmes at undergraduate level. Many will have been involved as undergraduates in exchange programmes. Therefore while figures on the low take-up of European exchanges by student teachers may show a lack of mobility in teacher education, they may also mask more mobility than people realise. The general point about teacher educators being active agents in European change suggests a need for the enhancement of the European dimension. However there may be many ways of doing this. We need to think creatively about how the European dimension can be incorporated into the curriculum of initial teacher education within the confines of these tightly packed programmes.

Mobility among qualified teachers already happens, but it happens within regions - for example within the Scandinavian area there is considerable mobility between schools in the Scandinavian countries. In these islands there is also some mobility arising from a shortage of teachers in England. Each year teacher recruitment agencies from England come to Ireland. Feedback from them

suggests that Irish educated teachers are well regarded by their UK employers. Some wider European involvement is also happening, but it is likely that it will continue to happen in regional 'pockets' throughout various parts of Europe.

There is a need for links and liaisons in career development. In the Republic the 'three Is' pathway of initial, induction and in-career development needs to become more central to education policy, especially if induction for all newly qualified teachers is established (Killeavy et al, forthcoming). Unlike Northern Ireland, the Republic does not have a system wide formal induction entitlement. It is to be hoped that induction will be extended from the present pilot phase.

While the fostering of European citizenship is an important role for teachers and teacher educators, it should not be the only citizenship goal of the education system. There is a need to develop and support pupils as global citizens. It is easy to become fixated on the borders of Europe. To counteract a 'Fortress Europe' mentality we need to engender a global perspective in our pupils.

Finally Ireland has the potential to be a great contributor to the 1,000,000 teachers that are going to be needed throughout Europe by 2015. Mr Feerick's paper challenges us to reflect on our practice as teachers and teacher educators and to bring about social, cultural and economic transformation in creative ways. Thank you all for your attention.

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DAY TWO

REFLECTIONS ON CONFERENCE FIRST DAY AND PROGRESS REPORT ON SCoTENS FOR 2003-2004

Professor John Coolahan

Good morning friends and colleagues. It is nice to see so many of you looking so fresh and eager after a relaxed evening yesterday. The social side was very pleasant and relaxing, but of course we got tremendous food for reflection in the more formal aspects of yesterday afternoon.

The title of the conference – ‘The Changing Contexts of Teacher Education, North and South’ is an appropriate one, and I think this emerged very clearly yesterday afternoon from Sean Feerick’s keynote address and the responses of Professor McMinn and Professor Drudy, and also from the contributions from Mr. McAuley and Mr. McDonagh from the relevant government departments in each jurisdiction.

Both the departmental officials clearly set out that education policy and strategy were a primary concern for the governments at this time. The governments have said that they are keen to work with stakeholders - to use a phrase used by Mr. McAuley “to keep on top of the issues” - in both education systems, as they plan for the knowledge society. Both of them saw teacher education policy as crucial to this. They stressed the significance of what we used to call the “three Is” - the congruence and linkages between initial, induction and in career education, and the significance of seeing this now within a lifelong learning framework. They noted the importance of Teaching Councils for both teaching professions, North and South. They indicated concern about the conditions of work of teachers, realising that the teaching career today needs to be viewed in a very comprehensive way, bearing in mind the inter-connecting elements that go to form a teaching career. They were conscious of the need to retain teachers and keep them in a position to deliver well throughout their careers.

In this context, both speakers praised the work of SCoTENS. They talked about its research, both in scope in variety, and used phrases like “exemplifying collaboration and partnership”. We welcome these favourable comments on the work.

All five speakers yesterday afternoon referred to the international as well as the national context of change, and in this regard too I think SCoTENS is very much in tune. As well as focussing on Northern and Southern areas of interest, research and concern in teacher education, we always keep an eye on international developments, and this was emphasised by our keynote speaker yesterday from the European Commission. We also invited David Istance of the OECD/CERI last year to talk to us about the ‘Schooling for Tomorrow’ project, because we see ourselves as part of a broader inter-connected world. We realise how important it is for this small island with its interest in education, with its culture and tradition of teaching, to keep in touch with what is happening internationally.

Sean Feerick in his address gave a comprehensive account of the work of the Lisbon objectives and of his expert working group in particular. I think it was a very clear appraisal and account of what is happening there. He stressed the first

set of policy recommendations which are meant to inform national policy-making processes. He drew our attention to the work in May 2003, with its five reference levels of average European performance to be achieved and key targets that also needed to be achieved – early school leavers, literacy levels, and so on. He set out the twenty-nine agreed indicators to monitor and record progress in achieving those reference levels.

He spoke to us about his group's work on teacher general competences of which there are eight learning process competences, and three learning outcome competences. The investment in teachers and trainers represents the qualitative aspect of what is deemed as the first priority lever of success in the Education and Training 2010 process. So quite clearly new aspirations, new objectives, new challenges have been set out. He emphasised that serious investment in teacher education was the first priority lever of success. We would echo that, as it is at the heart of the reform process.

Sean also spoke about the European framework that requires new teacher competences and qualifications and set out seven General Guiding Principles. He also drew attention to wide implications for teacher education with which we are familiar – the “three Is”, partnership, mobility, the lifelong learning paradigm.

I also noticed that at the end of his address he drew attention to the importance of good communication and the importance of dialogue between stakeholders at this stage. He also spoke about the implementation issues by national governments. Now he did not develop those very much and I can understand why from his particular position. But perhaps I could be a bit more bold, and say how essential good communication is. The issues involved are very important to our societies, and if there is not good communication and dialogue, then major problems will emerge.

Implementation is another crucial issue because the follow-through towards dissemination and implementation from government representatives at such international meetings is usually very inadequate. The reality of the change is too significant for this kind of drift in implementation. Implementation has to be in there, because it is really the core of policy-making. The easiest part of policy-making is writing the objectives and getting agreement on those. The hardest part of policy-making is ensuring that it happens, that it is grounded, that it is operationalised. And this is not a strong part of the performance at the moment.

I think there is great value and timeliness for SCoTENS in having Sean's authoritative presentation, on this developing policy of the Lisbon objectives, and particularly on the trends affecting teacher education. We are really in Sean's debt in this regard. We see this as a kind of landmark address that will be a framework of reference for us for quite a long time.

I would also draw attention to the parallel OECD study, called 'Teachers Matter: Attracting, Developing and Retaining Effective Teachers'. It is interesting that both groups, the EU and OECD, are working concurrently. The OECD report is being finalised next week in Amsterdam and should be available in printed form in the New Year. It is by far the most authoritative and most informative comparative study of the teaching career ever written. So I commend it to you as being of major interest to all concerned. Putting these developments together - the work of Sean's group as part of the EU objectives and the work of the OECD study, as well as the work at national levels – shows that quite clearly there is a

convergence of currents of thought which are of huge importance to us. It is truly a historic moment of change, as Professor Drudy said yesterday evening.

Professor McMinn, in his inimitable, humorous style and with his sense of history, pointed out to us the lack of the public profile and public consciousness of the Lisbon objectives in the debate on teacher education reform in Northern Ireland. But interestingly he was in a position to draw many parallels between what was happening in the North with the policy developments Sean was talking about. Under his heading 'Some good news from the North' he spoke about the development of the strategic plan for education, the revision of the Northern Ireland curriculum, the reform of the further education sector, the Curran Report on conditions of work and teachers' salaries, the Northern Ireland teacher education reform process, the buoyancy of teacher recruitment in NI, and the role of the General Teaching Council in the professional development of teachers. He also drew attention to the research based and university based teacher education that Sean talked about. He referred to teacher mobility and rewarding and developing the staff of teacher education institutions. He jokingly referred to the 'conundrum' of the Bologna process, which threatens to interfere with his sleep at night!

Professor Drudy reminded us that the implementation of complex education reform is a slow process and a complex process, and that maybe, the impatience of the Joint Interim Report may be a little bit premature. If one seeks complex education reform it is not a simple straightforward A to B process, and there needs to be more sophisticated consciousness of what is involved.

She reminded us also, as did other speakers from the floor, about the nature of a narrow connotation of competences, of their being prescriptive or reductionist. Sean Feerick, in his other comments, indicated that they are conscious of this and it is not their way of looking at competences.

She also spoke of the need for connection between rhetoric and aspirations on human resource development and the reality of policy practice, pointing out that there is a contradiction if you make cutbacks at the same time as you are talking about investment in human resource development for improving teachers.

She also put rather forcefully the view that society now needs to 'take the risk to invest in the future.' In reality there is not a huge risk involved, because if one is investing in human resource development, in teacher education and the education system, society cannot lose. That is how the knowledge society is best served.

She drew attention to the challenges facing teacher educators but pointed out that in the Republic of Ireland many changes are already underway. She found harmony between some of the things Sean's group were dealing with and such developments. She talked about the high quality recruits to teaching we have in Ireland, the development of teacher education institutions and school partnerships, engaging with the stakeholders, the lifelong learning paradigm and continuing professional development. In the context of the EU projection of a demand of 1,000,000 teachers by 2015, she thought that Ireland as an island could make a contribution to that gap in staffing.

In the main, one formed the impression that teacher educators, North and South, could see much of their ongoing work in line with the issues outlined by Sean Feerick, even if they aren't very conscious of the concurrent Lisbon objectives.

There is a need for significant change in the quality of communication and dialogue between governments and key stakeholders on teacher education about the developments taking place at EU level. For many of our colleagues working very hard within teacher education there has been no effort made to engage them in this process of information and dialogue up to now.

Concern was also expressed at the lack of visible engagement by the teacher education sector in the on-going work of the expert groups, particularly group A. And I think it is true to say that there is no awareness of any direct representative of the teacher education sector, North or South, nominated by government to these meetings or these committees. There is no record of a meeting being convened to discuss these deliberations. The failure to engage with the teacher education sector is a weakness in the deliberative process.

Partnership is a key recommendation of working Group A – partnership of teacher education institutions with schools, and partnership with stakeholders. If partnership is to have credibility, then the void of teacher educators' direct engagements with this major European policy initiative needs to be filled. To use a phrase which Sean employed yesterday: all the work may end up "going nowhere" if there is not a sense of ownership by the key practitioners.

Disquiet was also expressed by some conference participants at the unnecessarily narrow, economically-oriented discourse which is frequently used in relation to the Lisbon objectives. There tends to be a lack of reference to the cultural richness of what could be achieved, to the values involved, to qualities of teacher motivation in the humanity of the whole interchange which should be at the heart of the educational process. Serious educators can be alienated when inadequate attention and emphasis are given to the cultural issues which should be at the core of a European policy initiative for education in the knowledge society. There is a need to enrich the impoverished character of the discourse which tends to prevail, and to root it more in the liberal tradition of European education.

Can I now look at the work of SCoTENS in the light of what we were hearing yesterday? It seems to me that the work of SCoTENS can be seen as very congruent to and in harmony with the best aspects of what the EU and the OECD groups are seeking to promote at the moment. Since SCoTENS received financial support from the Departments of Education and Employment and Learning in the North and the Department of Education and Science in the South just 20 months ago, which is not a long time, I think a great deal of developmental work has been undertaken. This has included supporting, nurturing and stimulating research projects and supporting special conferences on issues that are central to teacher education at this time. It has supported and encouraged North-South exchanges. It has developed an award winning website for teacher educators with a particular emphasis on special needs education which is so crucial to both jurisdictions. The website is now being extended to include areas such as citizenship education, also a priority area of concern for the island. It has organised the annual conferences in 2003 and 2004, with their workshops and so on.

In addition, SCoTENS has directly stimulated or engaged with fourteen research type projects since its inception 20 months ago. They include initial teacher

education, special education, social, scientific and environmental education, integration of ICT, diversity and citizenship, continuing professional development and school leadership. Some of these are listed on the back of the conference programme. SCoTENS publishes an annual report. It launched two books last evening, one on Teacher Education in the South and the other on Diversity and Early Years Education in both jurisdictions.

Many personnel are now involved, and linkages, relationships and joint participation in projects and workshops and exchanges have been fostered among teacher educators throughout the island. Foundations have been well laid for improved mutual understanding and new synergies. The range of projects and action lines has given rise to significant added value to existing knowledge and practice.

The financial support of the sponsoring Departments is crucial, but SCoTENS is confident that the outcome of their investment has been maximised. SCoTENS sees itself working in partnership with the government Departments and is very keen to maintain open dialogue, reportage and accountability to meet the needs of those Departments.

Voluntary time is given by SCoTENS members with great professional unselfishness, and with regard for the issues at stake and what their responsibilities are to the broader society. But none of that should be taken for granted. I think it should be noted and seen as an integral part of the partnership. If the expertise and time input were costed it would indicate the significant support given by the teacher education institutions.

It seems to me that there are great possibilities for further development. If, say ten years down the line, in 2014 we were standing back and reviewing developments, it would seem to me to be crazy not to have harvested the potential of this movement, SCoTENS, for the benefit of North and South, and not so much for us in our professional lives but for the people and for society at large to whom our work is devoted.

But I would like also to say that an awful lot of this work would not have got where it has got without the extraordinary efficiency and energy of the Centre for Cross Border Studies. We have a very warm relationship and partnership with the Centre. Andy Pollak and Patricia McAllister believe very much in what we are about, and have a commitment to this, and there is a great sense of genuine partnership in the work that is going ahead. The Centre for Cross Border Studies, as its name suggests, is very close to what SCoTENS is about, though it has of course many other commitments. We are deeply grateful to Andy and Patricia for all their work on our behalf.

Finally I would say that we on the committee at SCoTENS have drawn encouragement from the deliberations of yesterday evening and look forward very much to the reflections to-day in the next symposium. We also drew encouragement from Stephen Costello, our Chairperson's remarks yesterday and last night at dinner. The organising committee feels very much supported by the presence of all of you. You are all busy with other commitments, but you have made time to be here to contribute, to engage with colleagues, and to think forward in the cause of better teacher education in Ireland, North and South.

Thank you very much.

TEACHING COUNCILS IN IRELAND AND SCOTLAND

TEACHER EDUCATION AND THE NEW TEACHING COUNCIL IN IRELAND

Ms. Áine Lawlor
Director, Teaching Council, (Ireland)

Introduction

A Dhaoine Uaisle, good morning. Firstly, I want to say how delighted I am to be speaking here today at the SCoTENS Conference. Thank you to Professor John Coolahan for extending the invitation to me during the summer, to Andy Pollak who confirmed the invitation and to Patricia McAllister who made the necessary arrangements with regard to the presentation facilities.

Preamble

The brief I was given was to look at the relationship between the Teaching Council and teacher education and to highlight the issues arising from this relationship. As you know, the establishment of the Teaching Council in the Republic of Ireland is nearing the final stage of completion - the postal ballot for teacher representatives will commence on Monday next, November 15th and conclude on Friday the 26th. Simultaneously, the other bodies to be represented on the Council will be invited to engage in the process of selecting their nominees. It is hoped that the 37 members of the Teaching Council will convene for the first time in January 2005. Therefore the content of my twenty-minute presentation to you today will be factual insofar as I will quote relevant sections of the Teaching Council Act 2001 and aspirational insofar as I will comment on the policies and procedures which may be expected to be put in place by the Council to fulfil the requirements of the Act. At the outset, and I know it is stating the obvious, but I think it is important to emphasise that everything I say about teacher education and the work of the Teaching Council is based on the needs of the young people who are the recipients and beneficiaries of our education system.

Continuing Professional Development

The introduction to the Teaching Council Act, 2001, states that it is

“An Act to promote teaching as a profession; to promote the professional development of teachers; to maintain and improve the quality of teaching in the state; to provide for the establishment of standards, policies and procedures for the education and training of teachers and other matters relating to teachers and the teaching profession; to provide for the registration and regulation of teachers and to enhance professional standards and competence...”

(The Teaching Council Act, 2001, p.5)

This overarching statement places the Teaching Council in a central position with regard to teacher education. It gives the Council the statutory remit which

underpins the relationship between the Teaching Council and teacher education. To "provide for the establishment of standards, policies and procedures for the education and training of teachers" is a strong and a wide-ranging statement which is further elaborated upon in Part 2 of the Act under the functions of the Council. These functions will require exploration and discussion to ascertain exactly what will be involved from the Council's point of view and, in this context, the verbs used in the Act are significant.

In looking at the relationship between the Teaching Council and teacher education we need to look at what we mean by teacher education. If you were to talk to a teacher in the classroom about teacher education, it is likely that "the training college" or a College of Education or an Education Department in a university would spring to mind. Here, in this forum, teacher education is clearly understood to cover the "three Is" - initial, induction and in-service or in-career development - as they were frequently referred to by yesterday's speakers. Today my references to these stages may be presented from different angles and may be seen through a local rather than a global lens.

I would like to start with the individual teacher and look at the span of teacher education and the phases and stages therein for that individual. Formal teacher education for the individual usually begins in college. Taking the continuum of the individual's teaching career, we can track a multifaceted, multidimensional profile which may include age, educational background, school placement(s), school position(s), courses of study, career break, secondment and personal circumstances. How have life's experiences, personal and professional, shaped this teacher? It is a widely held belief that being a lifelong learner as a teacher is essential for the retention and renewal of the vibrancy of professionalism. What are the needs of the individual teacher in relation to continuing professional development which is lifelong learning in the context of teacher education?

Next we look at the school to which the individual teacher belongs. I use the word "belongs" deliberately in its broadest and most enriched meaning - that sense of being part of the school community, having a sense of place and purpose. What is the school's profile - culture and ethos, age and stage of development, parent and student profile, socio-economic and educational background, age profile of staff, retention of staff, leadership and internal management structures? The school is a living entity that does not remain static, it flourishes or stagnates. What are the needs of the school in relation to teacher education? How can teacher education nourish the school through nurturing, sustaining and upskilling its teachers, individually and collectively? We have heard a lot about the needs of the system - the fulfilment of national and EU legislation, the introduction of new curricula and syllabi, catering for the disadvantaged and the marginalised, raising the levels of achievement in literacy and numeracy and embracing the knowledge society, to name but a few. How can the span of teacher education cater separately, and as a whole, for the needs of the individual, the school and the system, allowing for the dynamic that exists in their inter-relatedness?

Currently, there is a wide range of provision for teacher education at the initial, induction and in-career development stages. This includes: the graduate and post-graduate courses offered by the colleges of education and departments of education in the universities; national programmes of in-service managed by education centres and funded by the Teacher Education Section in the Department of Education and Science; subject-based and topic-based courses

offered by education centres, the teacher unions and others. Schools as learning communities working collaboratively are also a rich source of teacher education for individual school staffs and for clusters of staffs. It is not envisaged that the Teaching Council will be added to the list of providers. The function of the Council as stated in the Act is to

7. (2) (h) (ii) *“advise the Minister in relation to...the professional development of teachers”.*

The issues for the Teaching Council will be the identification of needs and the drafting of a framework which will cater for teacher education at initial, induction and in-career development stages while accommodating the needs of the individual teacher, the school and the system. The provision of and access to relevant continuing professional development will also require flexibility to ensure that it can be accessed purposefully in response to identified needs. It is expected that this will evolve through a broad-based consultative process with all relevant parties.

Initial Teacher Education

The Teaching Council is required to

7. (2) (h) (i) *“advise the Minister in relation to ... the minimum standards of educational qualifications required for entry into programmes of teacher education and training”.*

The current situation is set out clearly for entry to primary and post-primary teacher education courses. We are fortunate that teaching in the Republic attracts high-calibre entrants at graduate and post-graduate levels and it will be important that the Teaching Council monitors this to ensure its continuity. Equally important will be the Council's function to

7. (2) (m). *“review and accredit programmes of teacher education and training for the purpose of registration”.*

The Council, in consultation with the relevant parties, will have to devise systems to ensure that teacher education programmes are of the highest standard, relevant to students' and teachers' needs and serving the educational needs of young people and of society as a whole.

Induction and Probation

In future the Teaching Council will play a major role in the induction of newly qualified teachers based on the function which requires it to

7. (2) (f). *“establish procedures in relation to the induction of teachers into the teaching profession”.*

It is a fact that all teachers have a period of induction after being appointed to a post in a school, albeit that this is an informal rather than a formal process for many. Some colleges of education have an induction scheme for a number of their graduates. Also pilot induction schemes, funded by the Department of Education and Science, were initiated in 2002 under the auspices of St. Patrick's College for a number of primary teachers and under University College Dublin for

a number of post-primary teachers. The outcomes of these schemes will be documented in the evaluation reports which are currently being finalised and these reports will be a valuable resource in informing the Teaching Council's development of policy and practice with regard to induction. Areas to be considered by the Council will include: liaison with schools and colleges; the development of induction programmes; availability and selection of support persons/mentors; training for personnel; non-teaching time for inductees and mentors; resources and funding.

As well as establishing induction procedures, the Council's remit also requires it to

7. - (2) (g) *"establish procedures and criteria for probation of teachers including periods of probation"*.

The separation of induction from probation stems from the understanding that induction is based on support while probation is based on assessment. Currently primary teachers are probated by the Department's inspectorate while post-primary teachers' probation is school-based. An issue for the Council may be the development of a system which successfully combines induction and probation, as happens in other countries.

Teacher Registration

Registration with the Teaching Council will be mandatory for every teacher who wishes to teach in a recognised school and be paid out of Oireachtas funds. A function of the Council will be to

7. - (2) (d) *"determine, from time to time, the education and training and qualifications required for a person to be registered"*.

Currently, primary teachers are registered by the Department of Education and Science. For those entering the profession through the BEd or the post-graduate routes offered in colleges in the Republic, this is a relatively straight-forward process which follows the uptake of employment in a school. In the case of recognition of qualifications for the purpose of appointment to Community and Comprehensive Schools and to Vocational Schools, the assessment procedure is carried out by the Department. The Registration Council prescribes the conditions relating to registration as a teacher in a voluntary secondary school. There is a growing number of applications for recognition of qualifications from teachers trained within and outside the EU. Legal requirements with regard to the mutual recognition of qualifications are adhered to and decisions are informed by the spirit as well as the letter of the law which aims to accommodate rather than obstruct applicants. In future the work of the Department and of the Registration Council will be undertaken by the Teaching Council through the registration process.

Code of Professional Conduct

The raison d'être of the Teaching Council is the promotion of teaching as a profession and the role of teacher education is central to this purpose. Teacher education incorporates the development and promotion of a code of professional conduct and standards of teaching, knowledge, skills and competence all of which are cited in the Act as functions of the Council. At present the code of

professional conduct for the teaching profession is implicit but it is very much in evidence and explicated by teachers in their daily work. It is underpinned by the values which are attached to the vocational aspect of teaching, the ethics which guide teachers and the spirit of service which is embedded in the hearts and minds of teachers. Standards of teaching in the Republic are high and this is widely acknowledged in national and international reports, such as those of the OECD. Maintaining and improving these standards will be the business of the Council. Knowledge in the field of education is growing, bringing new understanding of, for example, students' learning styles, the relationship between socio-economic factors and student achievement, the use of information technology as a medium for learning, and the potential of interactive and collaborative teaching methodologies. As a result of new knowledge being gained, the development of teachers' skills has followed, e.g. classroom management, leadership and interpersonal skills. Competence is achieved when a teacher has the ability to plan for, deliver and facilitate high quality learning and educational experiences for students. The issue for the Council will be the formulation, through a consultative process, of a code of professional conduct which makes explicit the aspirational and operational values underpinning the work of teachers.

The Teaching Council in Ireland is part of a wider movement worldwide, and we are the fifth to be established among our neighbours, after Scotland, Northern Ireland, England and Wales. I would like to take this opportunity to thank Matthew MacIver and Eddie McArdle, the next speakers, who, with Gary Brace in Wales and Carol Adams in England, have been most helpful in sharing their knowledge and experience with me. Finally, I would like to thank all of you present here this morning for your attention. Go raibh míle maith agaibh.

A MESSAGE FROM SCOTLAND: TIME TO RE-EMPOWER THE TEACHING PROFESSION

Matthew M MacIver

**Chief Executive/Registrar of the General Teaching Council for
Scotland**

Good morning everyone, I'm delighted to be here. Can I just make two general introductory points; first of all I have never been in this particular town before, and when I arrived this morning, I thought that I would be talking to an audience who:

- a) would not know me, and
- b) even though they might have some knowledge of the Scottish system, they would not have a deep knowledge of it. So I was looking forward to a pretty good session.

I crept in unobtrusively, found a spare seat, and I sat down beside the man who knows more about Initial Teacher Education in Scotland than anyone alive - Gordon Kirk - so my cover has been blown from the very beginning.

Secondly, can I say how delighted I am to see a Teaching Council Director being appointed in Dublin – it is just wonderful that in the UK and Ireland we now have the five nations with Teaching Councils.

My brief this morning was to talk about the relationship between the General Teaching Council for Scotland and Initial Teacher Education. I am going to develop it just ever so slightly because we are in a situation of change in Scotland, and I want to look ahead towards where I see the links between the General Teaching Council, the teaching profession and the Higher Education Institutions.

In Scotland the GTCS was set up in 1965 by parliament and had its powers extended in 2000; we will have more powers given to us in 2005. One of the things that has intrigued me is that the Teaching Councils that have been set up in the last four or five years, in England, Wales, Northern Ireland and now the Republic, have less powers than we were given in 1965. Now that says something about political perceptions, and about how governments and politicians see the work that we do. It also says something about the possible empowerment of the teaching profession.

I am going to talk in the context of a changing profession. We have a profession in Scotland that is ageing – 62% of our teachers are aged over 47. We now need to look very closely at how we train and educate teachers, and how we continue to train them throughout their careers by a programme of Continuing Professional Development.

What I want to do to-day is look at four things. I want to have a look at what we do in Initial Teacher Education in Scotland. I want to have a look at how we are going to change ITE in Scotland. I want to have a look at how colleges and

faculties can be involved in the continuing development of teachers, and in the professional standards of teachers. Finally I want to have a look at how we need to meet the political challenge of governments that would be quite happy not to have strict entry requirements into the profession, and where we must hold the line on having certain criteria and benchmarks that define the profession.

In Scotland the GTC has a statutory rule for accrediting all courses of Initial Teacher Education. What that means in effect is that the profession itself is involved in making sure that it has an overview of the training of new teachers. And that is quite important. It is quite important educationally, it is quite important psychologically and it is quite important for the confidence of the profession. It means that the profession itself accredits courses of Initial Teacher Education.

We have seven university providers in Scotland. The Council has a separate committee that looks at all courses which are submitted by the universities. The majority of the committee are serving teachers, and the committee is virtually always chaired by a serving teacher. All teacher educators in the universities who assess students must be registered with the GTC for Scotland. What, in effect, that package means is that there is, I hope, a seamless garment between the universities and the teaching profession. The profession itself is involved in regulating how new teachers are going to be trained. That sounds great, that we are all in charge of our own destinies and so on – but that is not the way it works.

At the moment in Scotland the status quo is not sustainable. We are not happy with it. We are not happy with it for the following reasons. All the teacher education faculties in Scotland are in the central belt. I come from an island (I was brought up in one of the Outer Hebrides), and you are not going to convince me that somebody has to spend a year or three years of their lives down in Glasgow or Edinburgh to be trained as a teacher in the new technological world – I simply refuse to believe that. Can we not access people in the urban areas, who want to give up one profession and move to another, and want to become educated as teachers? I refuse to believe that we cannot do that either. Geographical location, therefore, is one reason why the present system is unsustainable.

Another reason why it is unsustainable is every time a policy maker has a good idea, university faculties of education are asked to include it in the training that they are going to give to teachers. So we have an increasingly enormous and totally unsustainable curriculum for the training of teachers. We need to do certain things at certain stages in a teacher's career – not all at the ITE stage.

We have had a review of Initial Teacher Education in Scotland. The Minister will announce soon what the review will say. What I think he will say is that we are going to open up initial teacher education, we are going to give freedom to the seven providers, and we are going to give access to other academic providers if they want to go into partnership with the existing providers. I am not sure if that will happen, but at least it is opening up the system, and in particular the partnership with employers will be explored in a way that it hasn't been before.

We have had many problems in Scotland about where to place student teachers. If you have all the seven universities in the central belt, you will find that it is the same schools receiving students for placement all the time. Only 15% of schools in Scotland get student teachers. If the employers get involved in the placement of students, then the universities will not have as many problems as before.

So what does that mean? I think that it means we are going to widen access quite substantially. I am quite intrigued, for example, by the fact that in the last two years over 50% of the people coming into the profession are coming from a second career; they are mature students. That creates its own problems, but it is quite interesting that over 50% of students training to become teachers in Scotland are not 21 year olds doing PGCE or 18 year olds starting their Bachelor of Education.

Let me just give you two concrete examples of the kind of thinking that is going on at the moment. We introduced last year a course from Aberdeen University which has broken new ground in Scotland. Traditionally a PGCE course in Scotland takes one year of full-time study. This one is part-time, it's over two years and it's at distance, but one of the things that makes it different is that it is being delivered in partnership with a local authority. All the students are being sponsored by one authority, which means that specific subject areas are covered and all the placements are in that local authority area. This is quite exciting for us, and already three of the island authorities have asked if they can be included. They can tell the universities where they need the subject specialisms, where they need the students, and they will accept them on placement in their own schools.

The second concrete model that I want to leave with you to-day is one that is new to Scotland. You know that we have a new devolved parliament in Scotland. We have a First Minister who wants a new, modern Scotland, with new thinking. We are looking towards very successful entrepreneurs – Tom Hunter is a very successful entrepreneur and the wealthiest man in Scotland. He has offered to put money into Scottish education and one of the areas to benefit is Initial Teacher Education. A partnership between an entrepreneur who is prepared to put £900,000 into a pilot scheme, a government that is prepared to put the same and Aberdeen University which is prepared to do exactly the same is about to be launched. It is a tripartite partnership and it will be quite interesting to see how it develops. I think this pilot is going to question whether the four year BEd is the right way to train teachers. Why don't we take teachers into universities, let them follow a general course for two years, and then move them into an educational pathway?

We are also looking at the idea that we should have a generic PGCE course - not a primary and a secondary course as we have at the moment. We are quite inflexible on that at the moment in Scotland, and we are looking towards a PGCE course which will simply register you as a teacher.

So what am I saying? I am saying that the GTC and the link with higher education is as strong as ever. We are looking now at the Continuing Professional Development of teachers from the time they are students at the university to the end of their career. We are looking towards a new relationship with employers and we are also looking at a new world.

I just want therefore to spend a couple of minutes looking ahead. In Scotland we have developed a framework of professional standards. These standards are set by the GTC, so students fulfilling their obligations to the university will achieve the Standard for Initial Teacher Education. After their probation year (their induction year), they will need to achieve the Standard for Full Registration.

We are now developing a Standard for Chartered Teachers. That has aroused a lot of interest across the world. What we are trying to do is to acknowledge that a classroom teacher, who does not want promotion, does not want to be a head

teacher, should be acknowledged as an expert and should have a salary acknowledgment as well. And that has been an interesting little pathway for us.

In the Chartered Teacher programme we are trying to develop the concept that teachers have the knowledge, that they are the experts. What happens in the classrooms is the critical factor in any education system. The Scottish Government has accepted this and they are putting a lot of money into it. It's not just someone who becomes a Head of Department or a Deputy Principal or a Principal who should be paid different money – it should also be the classroom teacher who displays expertise in classroom practice.

We have now developed a standard together with the HE institutions: we accredit their courses, and teachers gain the professional award of Chartered Teacher and this can also lead to the academic award of postgraduate MEd or MSc or whatever. We have attracted the older members of the profession who are supposed to be bitter and cynical. Attracting these people gives the lie to the myth that teachers of that stage in their career do not care. They care passionately, they want to be good teachers, they want to develop their professional expertise and they are still as enthusiastic as ever.

We are also developing another Standard. We are not quite sure whether we are going to call it the Standard for Leadership or the Standard for Headship. There are arguments both ways. But the GTCS will be accrediting all these courses with the HE institutions.

I want to end off by saying something about how I see the future, and what I see happening to teachers. I think that there is a political imperative to make the profession more flexible in terms of registration. That worries me – that is why we need a regulatory body. We have an all-graduate profession in Scotland and I don't want to compromise on that. What I do not want is a watering down of entry requirements, or a watering down of what we expect from the teaching profession.

However we have to be sensible as professional teachers. The day will come when politicians are going to make demands of us and that is why I want the profession itself to take the initiative. I want every teacher in Scotland to be able to meet the Standards for Full Registration. But after that, I want to use Continuing Professional Development as a means of adding to a teacher's portfolio of qualifications. I want to see proper CPD courses that are validated by universities and colleges and accredited by us. I do not want a system whereby the Government or politicians are going to tell us – if you are a teacher, you can teach anything.

I think we have to accept that things will change, the world will change. I think we have to accept, for example, that new learning areas will emerge. For example in Scotland, as you probably know, we have the worst health record in Western Europe. I just don't think that a professional educator can walk away from that. What I am saying is that I just don't see the partnership between the teaching profession and the HE institutions and the colleges being diminished in any way in the future. In fact I see them becoming stronger because the profession needs it. What we need more than anything is an informed teaching profession. We need to re-invigorate and to re-empower a profession which has been disempowered for far too long.

SUSTAINING THE 'SACRED FIRE' AMONG NORTHERN IRELAND'S TEACHERS

Mr. Eddie McArdle

General Teaching Council for Northern Ireland

Introduction

In today's world change is seen as inevitable. In some quarters it is regarded as a sign of progression and indeed as a measure of vitality. "Change or die", we are told. There is certainly much truth in this aphorism – one only has to reflect on the evident decline in traditional manufacturing across the UK, and indeed specifically within Northern Ireland. The impact of the economic difficulties experienced here as traditional manufacturing collapsed contrast strongly with the rise of the digitised Celtic Tiger in the Republic of Ireland. It is, however, recognised that the UK is entering or has entered what might be described as a "post-industrial age".

This process of decline continues as the locus of manufacturing lurches further to the East. China has replaced Japan as the new centre of quality manufacturing for electrical goods. The UK alone imported some £8.3 billion of goods from China in the year 2003/2004. China is poised next year to displace the UK as the world's fourth largest economy. China's thirst for oil, ever accelerating, will effectively ensure that the era of relatively cheap oil is gone forever.

Education as Scapegoat

The UK government's response to the arrival of the "post-industrial era", and relative economic stagnation, was twofold. Firstly, education was effectively blamed for the decline; no blame attached to policy makers, industrialists or business leaders, whose failure to recognise changing trends and thus invest appropriately for the future was ignored. The British Conservative Party encapsulated its standpoint in the provocative, yet electorally effective slogan "*Education Isn't Working*" (sic).

Dogma as a Solution

Secondly, having assigned culpability, politicians then developed a solution, and in doing so dismissed the views of those failed professionals whose short-sightedness was deemed to have created the situation. In keeping with their market force beliefs, the Conservatives engaged in a root and branch restructuring of education with a view to creating a quasi-market economy within the school sector. The 1988 Education Reform Act introduced prescription in regard to the curriculum, statutory testing allied to league tables and pupil driven funding. Northern Ireland slavishly emulated its Whitehall masters with the Education Reform Order 1989, which followed the tenets of its English precursor. The modernisation of education with its quasi-market was supposed to drive up standards, which were narrowly defined as examination and assessment output measures. Schools became involved in a mechanistic production process with outputs viewed simply as economic resources for an entrepreneurial economy.

The irony, of course, is that the impact of the above legislation was to:

- impose curricular rigidity
- stifle innovation
- introduce a culture of corrosive competition
- create in many schools financial instability
- inhibit cooperative working thus effectively creating a working pattern of “cells and bells”.

For the ideologues of the “New Right” ascendancy this presented no real problem: prescription was seen as good and indeed necessary. In their eyes the profession had failed. This phenomenon was not confined to the UK but was evident to varying degrees in Australia, New Zealand and the USA. Bob Lindgard commenting on the “New Right” philosophy, speaks of the “silencing of teachers’ voices in policy production”. Others are more scathing and speak of a discourse of derision effectively undermining the teaching profession in the eyes of the public, at least in England and Wales.

The Reality Check

The outcome of this policy of disenfranchisement and emasculation was inevitable failure and discord. The implementation of any change requires that we recognise certain truths:

“Reform will never be achieved by renewing appropriations, restricting schools, rewriting curricula and revising texts if we continue to demean and dishearten the human resource called the teacher on whom so much depends”¹

Successful change requires advocates and champions: teachers who will galvanise others, who will be passionate about the need for innovation and the benefits flowing from it. Haggarty summed up the situation as follows:

“...pandering to any preference for prescription runs the risk of cultivating compliance and recycling professional dependency on the external authority of bureaucrats, on scripted texts, or on the ‘incontrovertible’ results of research.”²

Indeed, this compliance is often forced in a utilitarian and calculative way by a process of managerialism and accountability.

Essentially, Haggarty sees such prescription as leading to a restricted professionalism, eroding the sense of ownership and undermining the necessary sense of commitment. Without these latter attributes the process of schooling becomes a sterile exercise bereft of excitement, innovation and serendipity. One may well have compliance but there will be no passion. In many ways passion in relation to teaching is related to underlying values and a sense of what Fullan calls “moral purpose”. These are issues that will be considered later in this paper. However at this stage there is merit in reflecting on the success of the market-force experiment.

The reality is that the processes and programmes set in motion by the 1989 Education Reform Order did not bring the rewards promised. More importantly, it

¹ Palmer, P.J. “The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life”. Jossey Bass 1998.

² Haggarty, L. “An Alternative Vision for the Thoughtful Teacher. Thematic Review”. *Br. Ed. Res. Journal*, Vol 30, No. 4, August 2004, pp 591 – 600.

soon became evident that the curriculum as envisaged was labyrinthine, cumbersome, stifled enjoyment and, as a consequence, was in many ways “subverted in practice”. That the CCEA review sought to address these issues, and to do so on the basis of a major cohort study, is testimony both to its prescience and the recognition by the Department of Education that the broader education service and the profession as a whole were dissatisfied.

It is not the intention here to review the processes of renewal undertaken by CCEA, but it is important to note that the radical review of the curriculum was driven in part by the recognition that the emerging knowledge-based society and economy required curriculum change, and also by the reality that for many children the curriculum as specified and delivered was de-motivating. Given that the profession itself felt constrained and de-motivated, can we be surprised at this reality?

Successful living in an increasingly knowledge-rich society required the development of a culture of lifelong learning, whilst employment in the new knowledge economy required skills such as creativity, innovation, problem solving and cooperative working. Increasingly one heard the view expressed that the capacity to learn and apply knowledge is now the hallmark of the well educated. For many of us this had always been our understanding; what was perhaps new was the direct linkage of applied learning to economic well being. In our new economy, knowledge, whilst essential, is not of itself sufficient. As Drucker reminds us:

“Value is now created by ‘productivity’ and ‘innovation’, both applications of knowledge to work”.³

Our future economic well-being then depends on how knowledge is created, reflected upon, enhanced and applied. As Hargreaves reminds us:

“The best corporations in the knowledge economy therefore operate as learning organisations where innovators and marketers work in teams, enjoy ease of communication with each other, have regular access to outside knowledge and are able together to generate and apply new ideas.”⁴

If we are to prosper in this brave new world, we are required to “produce” a society that welcomes and cherishes innovation and independence whilst promoting cooperative working and interdependence. Underpinning all of this will be a commitment to lifelong learning, or as some might put it, ongoing social and personal development.

The Assertive Professional

The development of such attributes in others requires that teachers, at whatever level, are :

- developed as creative, reflective practitioners;
- empowered so that they become “active agents” in their own professional world; able to contribute to the shaping of policy at all levels.

³ Drucker, P. (1993) “Post-Capitalist Society.” New York. HarperCollins

⁴ Hargreaves, A. (2003) “Teaching in the knowledge society: Education in the age of insecurity”. Maidenhead: Philadelphia. Open University Press.

As Edwards et al note, teachers must become:

“...active agents in the production of a new pedagogic discourse, rather than merely consumers of the professional knowledge produced by academics and educational researchers.”⁵

If teachers are to develop in this manner, then it requires that we who are engaged in initial teacher education and continuing professional development recognise our particular responsibilities.

Mutual Responsibilities

The development of such empowered individuals lies at the core of our collective mission and should be the fundamental purpose behind teacher education at whatever stage. It is important that all concerned with the education and professional development of our teachers recognise our mutual responsibilities.

Kindle and Sustain the ‘Sacred Fire’

We in the General Teaching Council for Northern Ireland consider that the realisation of this objective requires that we awaken in our teachers a sense of their own mission and their significance as the “Keepers of Tomorrow”. The Council’s Code of Values and Professional Practice sets out the ethical underpinnings of the profession in Northern Ireland and identifies, in effect, the purposes of our professional lives. If we are to develop and sustain within our fellow professionals a sense of passion, then we too must ensure that in our work we pay appropriate homage to the ideals that sustain us and exemplify them in practice. Some might suggest that this smacks of a “romanticising” of the work of teachers, but GTCNI does not subscribe to this view.

“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.”⁶

The sustaining of idealism is vital, particularly as we head towards an environment where government seeks to close the door of early retirement for teachers. There exists a considerable body of research on the issue of teacher fatigue and emotional burnout. Hamon and Rotman talk of the victims of change and pressure who:

“...do their job, nothing more nothing less, aided in this by codified rules, timetables and lesson plans. The restrictiveness of their (assigned) texts and regulations serves them to adhere to their minimalist assiduity...The sacred fire which once lit their work gradually dies to a smoulder...”⁷

Develop a Love for Learning and Sharing

If we are to foster a culture of lifelong learning in our children and young people, then we must imbue those we send to teach them with that same passion. We must also establish within the profession a sense that they are effectively responsible for their lifelong learning. Equally we must create a

⁵ Edwards, A & Brunton, D. (1993) “Supporting reflection in teachers’ learning” in Calderhead, C & Gastes, P (Eds) ‘Conceptualising Reflection in Teacher Development.’ London, Falmer Press

⁶ Socket, H. (1993) “The Moral Base for Teacher Professionalism”. Columbia University: Teachers College Press.

⁷ Hamon & Rotman. (1984) “Tant qu’il y aura des profs”. Paris Seuil in Huberman, M. et al. *The Lives of Teachers*. Teachers’ College Press, Cassell New York (1993).

mindset that seeks to share knowledge and to reflect on their practice and that of colleagues. The latter allows us to draw on the “collective intelligence”, whilst the former ensures teachers continue on that search for knowledge and understanding that defines the essence of education.

GTCNI has sought to address both of these issues in its code of practice, committing teachers to:

“...in keeping with the concept of professional integrity assume responsibility for their ongoing professional development as an essential expression of their professionalism.”⁸

In addition teachers as professionals are expected to:

“promote collegiality among colleagues by respecting their professional standing and opinions and, in that spirit, be prepared to offer advice and share professional practice with colleagues.”⁸

Recognise the Nature of Professional Knowledge

Sharpe reminds us that:

“Professional knowledge is no longer viewed as just consisting of a standardised, explicit and fixed knowledge base. It is now seen as a knowledge which exists in use, is ethical in its use and is changed by experience. The distinctive nature of professional knowledge lies in the interplay between its construction and use. When teachers use their knowledge, use changes what knowledge is.”⁹

This has implications for how we design and facilitate both initial teacher education and on-going professional development, and how we, as an essential component of the broader professional community, facilitate the necessary discourse that must take place between teachers and indeed teacher educators if this body of knowledge is to grow. There is an alternative to this strategy that is undoubtedly attractive to politicians, driven by a desire to demonstrate a commitment to accountability (or indeed administrators driven by performance related pay regimes). That alternative is to deny teachers the opportunity to reflect, to experiment, to take risks and thus to grow, and offer instead the “received wisdom” of best practice and intensive issue-specific training. As Andy Hargreaves notes, such an approach can indeed bring apparent gains, particularly in “low capacity” schools, but it may also reinforce cultures of dependency among teachers. This scenario is most likely to occur in those schools in the most challenging circumstances. Faced with relentless pressures and heightened expectations they may, as Hargreaves says:

“react like the karaoke singer and learn simply to follow the bouncing ball of the script”⁸

⁸ GTCNI Code of Values and Professional Practice, October 2004.

⁹ Sharpe, R. (2004) “How do professionals learn and develop? Implications for staff and educational developers”. In *Enhancing Staff & Educational Development*. Baume, D & Kahn, P. (Eds). RoutledgeFalmer London (2004).

Challenges

As teacher educators we must strive to create what Sachs refers to as an activist profession. To do so requires that we:

- strengthen the profession's sense of mission;
- facilitate the development of open and shared practice, embracing all partners in education, and underpinned by an appropriate competence framework;
- build a capacity within the profession for development, change and risk taking;
- build a culture that facilitates the development of dynamic professional communities (virtual and real-time);
- inform the profession by co-joining with them in the creation of new knowledge;
- offer access to structured high quality professional development courses addressing
 - o individual needs
 - o school defined issues
 - o systemic or initiative needs.

The General Teaching Council in partnership with colleagues from across the education service has been reflecting on the issue of Initial Teacher Education and Continuing Professional Development. Whilst the final report has not yet been written, several broad themes and associated proposals have emerged including:

- the need to underpin teacher development with a coherent statement of values;
- the need to provide a framework containing clear statements of competences across all phases of professional development;
- the need to ensure that, as performance review schemes are implemented, they are developmental in nature and not simply subservient to managerial interests, and that they operate within a professional developmental framework;
- the desirability of providing revenue streams to facilitate individualised programmes of professional development ;
- the desirability of providing both academic accreditation and professional certification;
- the need to address in a formal way the issues of co-ordination and provision of time for professional development.

WORKGROUPS

Workgroup 1

TRAINING FOR EDUCATIONAL LEADERSHIP

Facilitators: Dr Tom Hesketh, Regional Training Unit, and Dr Jim Gleeson, University of Limerick

The sessions sought to address three main themes:

- Firstly, to broaden and deepen the discussion (initiated at Malahide) on the key elements of leadership development provision within each jurisdiction.
- Secondly, to consider more fully the leadership development continuum and processes which characterise provision in the Northern jurisdiction.
- Thirdly, to share emergent thinking on a North-South research project (approved and supported by SCoTENS) which would result in an edited book recounting the experiences of 16 school leaders.

Malahide had identified significant differences between the two jurisdictions in the level of departmental funding on leadership development (particularly in the area of succession planning) and in the degree to which action and provision in this area was coordinated (with the Regional Training Unit [RTU] in Northern Ireland undertaking a role analogous to the National College for School Leadership in England). It was agreed that a key prerequisite for more coordinated frameworks in the South – with the attendant advances in funding, strategic direction and ‘provider’ collaboration – was a comprehensive auditing of current provision. SCoTENS should be approached for funding to support such an initiative. It was also agreed that consideration should be given at a strategic level to greater North/South collaboration in the area of school leadership development. Three ‘drivers’ in particular were advanced in support of greater collaboration:

- economies of scale
- pooling of expertise
- sharing of best practice.

Members supported the idea of a one-day strategic seminar involving the two Departments of Education, professional associations and key ‘providers’.

Significant time was devoted to examining the framework and processes governing school leadership development in Northern Ireland. The Director of RTU, Dr Hesketh, shared with colleagues the leadership development continuum which sought to ‘map’ the leadership development journey from ‘emergent through to aspirant, to new and to experienced headship’. Consideration was also given to issues of focus, content, assessment, models of ‘delivery’, including increasing use of blended approaches (which sought to link face to face and on-line provision).

Other issues included:

- dual certification (RTU and university sector) was discussed in the context of post-graduate qualifications
- the increasing emphasis on self-assessment as the preferred approach to quality control in Northern Ireland, both in relation to individual practitioners and schools
- the 'managerial' versus 'developmental' tensions
- governor training
- the need for linkage between the third-level providers and Irish Primary Principals Network (IPPN) and National Association of Principals and Deputy Principals (NAPD) in Rol.

The seminar concluded with a brief consideration of the above mentioned research proposal. Issues discussed included: rationale, methodology (with an interesting dichotomy between a focus specific and generic approach predicated on the 'talking heads' genre), school spread, the significance of school context, the role of the North/South editorial team.

Workgroup 2

INTEGRATING ICTs INTO INITIAL TEACHER EDUCATION, NORTH AND SOUTH: CONTEXTS AND FUTURE LINES OF RESEARCH

Facilitators: Dr. Roger Austin, University of Ulster, and Dr. Paul Conway, University College Cork

Workgroup participants

John Pollock, Association of Teachers and Lecturers
Tom Mullan, SELB
Byron Evans, RTU
Si Gordon, ETI
D. MacIntyre, Profexcel
Joe O'Hara, DCU
Emer Egan, Dept. of Education and Science

Reflecting the global trend toward the integration of Information and Communication Technologies (ICTs) into schools, participants from North and South identified some common experiences, specified distinctive aspects of their respective (ICTs) in initial teacher education (ITE) contexts, and suggested possible lines of future research. As such, we summarise the group's deliberations under these three headings: common experiences; educational contexts; and possible future research on ICTs in initial teacher education (ITE). At the outset, it is important to clarify two somewhat different roles of ICTs in ITE: (1) the integration of ICTs into ITE undertaken wholly in face-to-face teacher education in order to promote prospective teachers use of ICTs in their own teaching, and (2) the provision of ITE primarily or wholly through on-line learning environments and ICTs. The latter was given expression in the Republic of Ireland in autumn 2003 with the commencement of an on-line post-graduate teaching qualification for primary teachers provided by a private for-profit college based in Dublin. The group's discussion focused primarily on the role of ICTs in "face-to-face teacher education" in order to promote prospective teachers use of ICTs in their own teaching.

Common experiences with ICTs in ITE

Consistent with the global trend toward the integration of ICTs into schools and teacher education programmes, teacher education institutions in both Northern Ireland and RoI have been grappling with ICT integration over the last number of years. The appeal of and emphasis on ICTs in teacher education is focused on ensuring that newly qualified teachers a) have the necessary ICT skills; b) have been prepared to integrate ICTs into their own teaching, and c) can use ICTs to develop virtual learning environments, listserves and/or e-mail in order to participate in professional networks. ICT policies for primary and post-primary levels have provided some guidance for ICT integration in teacher education North and South. In NI *The Education Technology Strategy for Northern Ireland* (1997) has been a key policy document and C2K has been the guiding policy initiative. In RoI *Schools IT 2000: A Policy Framework for the New Millennium*

(1997) has provided the impetus for the integration of ICTs into primary and post-primary schools. A number of common issues in relation to ICT policy and ICT integration in teacher education were noted briefly and merit further examination:

- 1997 was a landmark year in terms of ICTs in education policy North and South. In NI, the Department of Education published *The Education Technology Strategy for Northern Ireland*, and in the RoI the Department of Education published *Schools IT 2000*.
- The manner in which ICT integration in education is presented as a part of a larger agenda to achieve world class educational technology integration in an increasingly global world.
- Over the last number of years, the increased economic prosperity both North and South has facilitated investment in ICTs in education.
- The relatively fast pace at which there has been a significant improvement in access to computers in schools over the last few years. This is reflected both North and South in a significant improvement in the computer to student ratio.
- The perception that ICTs are being underused in both schools and teacher education institutions.
- Despite the underuse and far from optimal integration of ICTs both within schools and teacher education, there have been a number of compelling initiatives North and South that have provided some evidence of the potential uses of ICTs in teacher education.
- The constraints on teacher education institutions in terms of specifying to what extent student teachers demonstrate competent use of ICTs when schools are operating under numerous obstacles in their own efforts to integrate ICTs into teaching and learning.
- The current 'hot' ICT in education issue, both North and South, is the installation of a broadband infrastructure for all schools.
- The wide variability among teacher education staff in the enthusiasm, experience, and competence in using and promoting ICTs in teacher education.
- The widespread access to ICTs in schools North and South over the last few years has raised the question of 'what impact ICTs have or might have on the quality of teaching and learning?' As such, while recently there have been more opportunities for use of ICTs in the classroom, the underuse of ICTs for creative teaching points to the now widely acknowledged unrealised potential of ICTs.

Contexts: ICTs in Initial Teacher Education

This section notes issues raised by the workgroup in relation to ICT policy and current practice North and South as it pertains to initial teacher education

primarily.

Northern Ireland: policy context

The key policy initiative in Northern Ireland is *The Education Technology Strategy for Northern Ireland Classroom 2000* (1997). Flowing from that is a project, C2K, which is “helping schools in Northern Ireland to set new standards with the delivery of world class technology services to enhance teaching and learning”. C2K is directed at providing a comprehensive ICT infrastructure, professional development for teachers, ICT-related curriculum materials, an integrated suite of services for school administration and management, and connection of all schools' networks into a single education network across Northern Ireland with tools to facilitate the development of on-line teaching and learning resources. C2K is part of the Education Technology Strategy for Northern Ireland, funded by the Department of Education, and is under the auspices of the Western Education and Library Board.

C2K is providing the Learning Northern Ireland (Learning NI) virtual learning environment (VLE) in early 2005 to over 300,000 students and teachers throughout NI. However despite the scale of and investment in this e-learning initiative, there are a number of significant challenges. These include: the protective firewall makes links outside NI difficult; the level of investment may not yet be sufficient to transform learning; there are still significant differences between school provision; and there are bandwidth and memory limitations. At University of Ulster ICTs are now embedded in other subject area work and students have access to C2K software in the university to prepare for teaching practice. In this context, student teachers have experience of using interactive whiteboards, tablets and laptops. In addition, there are efforts to use ICT to link school experience and university work. The recent development of additional on-line resources in special education and citizenship has provided important and useful material for all teachers. Among the issues that have emerged as significant in the integration of ICTs in ITE are the following:

- *Assessment of ICT competence:* Should assessment of ICT competence be restricted to a test of technical competence? Could the assessment of ICT competence take the form of a portfolio? If so, what would it look like? Should the assessment be of ICT skills (communication, data handling, modelling and control) or broader generic skills (e.g. thinking skills)?
- *Evidence of using ICTs with children in critical and reflective ways:* What emphasis ought to be put on the use and assessment of how pre-service teachers use ICTs in creative and critical ways with their students, when schools themselves may often have serious difficulties making creative use of ICTs?
- *Tutor use of ICT and staff professional development:* To what extent are subject area tutors ready to promote creative use of ICTs in particular subjects?

Republic of Ireland: policy context

Until July 2003, the role of ICT in initial teacher education in the Republic of Ireland was not a matter for any great media focus. At that point, the announcement that a private, profit-making college had been contracted to

provide initial teacher education (ITE) via on-line learning ignited a heated media debate that garnered wide attention inside and outside educational circles in relation to the nature of teaching, the implications for both the nature and the quality of the initial teacher education experience, the potential of ICTs to deliver initial teacher education, and the purposes of initial teacher education in the context of the teacher's professional life-cycle.

The purpose in pointing to this critical event is not to explore its origins or implications, save to note that the objections from established providers within the tertiary education sector were primarily framed by somewhat different interpretation of the purposes of, and conditions for, high quality initial education of prospective teachers. As such, the controversy surrounding the provision of ITE by a private, for-profit organisation offered a timely reminder that the potential of ICTs, as an innovation, is not self-evident, but must be framed by careful attention to the purposes and goals of education and teacher education, as well as evidence-based claims about the optimal conditions necessary in order to attain the stated aspirations. The heated debate about both the potential and limitations of ICTs in the context of initial teacher education provided a reminder of the relative inattention to the role of ICTs in ITE in *Schools IT 2000* – the RoI's landmark document on the role and direction of ICTs in Irish primary and post-primary education. The relative inattention to ICTs in ITE in *Schools IT 2000* is especially obvious given the central role accorded CPD in the document.

The integration of ICT into primary and post-primary in the Republic of Ireland (RoI) has been guided by two policy documents: *Schools IT 2000: A policy framework for the New Millennium* launched in November 1997, and *A Blueprint for the Future of ICT in Irish Education* launched in 2001. Of these two documents, *Schools IT 2000* shaped the ICT landscape more significantly than the 2001 document, although the latter continued the directions provided for in *Schools IT 2000*. As such, in policy terms *Schools IT 2000* was clearly the document that represented the most significant policy departure from previous practices. However the 2001 document was accompanied by a greater financial investment than the 1997 document (£81million compared to £48million). *Schools IT 2000* was a three-pronged initiative encompassing a Teaching Skills Initiative (TSI), a Technology Infrastructure Initiative (TII) and a Schools Integration Project (SIP). Neither document specified a targeted investment or curricular initiative in relation to pre-service or initial teacher education. In short, there was no Initial Teacher Education technology initiative.

In preparation for the workshop meeting, conversations with three teacher educators involved in post-primary teacher education in RoI pointed to the following set of issues in relation to ICT integration in post-primary teacher education:

- *Diversity/variation in provision:* There is considerable variation in provision in terms of facilities and the compulsory/optional nature of ICT training. There is some variation in relation to the content of courses for Higher Diploma in Education (HDE) students.
- *Overall, innovation lag in teacher education despite pockets of innovation:* Education departments appeared to lag behind other university departments in use of and innovation in ICTs. Specific examples noted included the slowness in moving toward use of laptops; problems with timely installation of software in the context of university-networked

laboratories; and little or no use of virtual learning environments (VLEs). There have been some pockets of innovation e.g. data logging software and video-conferencing in the Dissolving Boundaries project.

- *Lack of targeted investment in ICT in ITE:* There was a general consensus that funding was difficult to access, particularly in relation to upgrading computer labs, purchase and provision of laptops and wireless facilities, and funds to purchase software for staff.
- *Optional and marginal nature of ICT:* In terms of teacher education across subject areas, ICT integration was generally not seen as a central component of teaching methodologies. Subject and teaching practice tutors' lack of familiarity with ICT possibilities in subject areas was noted as a key factor limiting ICT integration.

In summary, reflecting on both the common experiences and distinctive features of ICTs in ITE North and South, there appears to be considerable underuse or non-use of ICTs by teacher educators in teacher education, and limited use by student teachers in their teaching practice settings.

Future lines of research

Finally, building on issues raised in both the overviews of ICT in teacher education North and South (N-S) and the workgroup discussion, we outlined two lines of future research: an overview of current ICT practices in Initial Teacher Education (ITE), North and South, and the potential of ICTs in teacher induction programmes, North and South.

There was a consensus among group participants that we know little about either the extent of or variation in ICT practices in ITE both North and South. However there appears to be a greater degree of common practice in the North compared to the South. The proposed research project would focus on gathering data on ICT provision through a paper and/or telephone survey with relevant teacher educators, North and South, in both primary and post-primary teacher education institutions.

ICTs and teacher induction

Given the focus on the early professional development phase of the teaching career North and South, the group made a case for exploring the potential of using ICTs during the induction phase of the teaching career both to provide support for beginning teachers and those involved in mentoring. There was a consensus that ICTs are being more widely used to support initial teacher education compared to the current limited or non-use of ICTs in induction programmes. This strand of research would explore current and potential use of ICTs for induction programmes. It was suggested that, at least initially, the role of ICTs in induction might be examined separately in North and South before arranging a meeting to explore possible collaboration in this area.

In conclusion, it appears that teacher education institutions, like schools, are experiencing familiar constraints on ICT integration such as pressure to cover syllabi, the unreliable nature of ICTs, teacher/tutor beliefs, cost of installing some high quality CD-ROM-based software on all desktops or laptops, and insufficient bandwidth capacity. The proposed projects will help identify current practices and outline potential pathways to enhance the integration of ICTs in teacher education at both the initial and induction phases of teacher education.

Workgroup 3

ATTRACTING, SELECTING AND RECRUITING STUDENT TEACHERS

Facilitators: Dr Colette Murphy, Queen's University Belfast, and Dr. Pádraig Hogan, NUI Maynooth

The OECD is soon to publish a major study (December 2004), titled *Attracting, Developing and Retaining Effective Teachers*. Since this study began in 2002, Background Reports have been prepared by 25 countries and these have highlighted a number of key issues for teacher educators and policymakers in the years and decades ahead (see www.oecd.org/edu/teacherpolicy). This workshop addressed some of the issues highlighted in the OECD study to date, in the broad areas of selection, attraction and recruitment of student teachers.

The workshop comprised members of different educational sectors from Northern Ireland, the Republic of Ireland and Scotland:

Mr Barney Ball	General Teaching Council for Northern Ireland
Mr Denis Bates	Educational Studies Association of Ireland
Mr Barry Conroy	Department of Education and Science, Dublin
Mr Sean Feerick	Education and Culture DG, European Commission
Ms Áine Lawlor	Teaching Council of Ireland
Ms Moira Leydon	Association of Secondary of Secondary Teachers Ireland
Mr John MacGabhann	Teachers' Union of Ireland
Mr Matthew McIver	General Teaching Council for Scotland
Dr Tom Mullins	Education Department, University College, Cork
Ms Deirbhile Nic Craith	Irish National Teachers Organisation
Dr Colette Murphy	Queen's University Belfast
Dr Pádraig Hogan	National University of Ireland, Maynooth

Selection of student teachers – the most appropriate criteria and processes for selection

The group began by sharing details on established practice north and south of the border in both primary and post primary sectors. In both areas teacher education was described as over-subscribed and both were in the position to select extremely high-calibre students. There were differences, however, in that most institutions in the Republic of Ireland used the applicant's academic record as the main criterion for entry to teacher education courses. Very few institutions interviewed students as part of the selection process. The situation in Northern Ireland was different, in that most institutions interviewed all applicants who were shortlisted. For the PGCE, all students who held an honours degree (or equivalent) in a subject area relevant to that which they were applying to teach were shortlisted.

The discussion continued with a consideration of criteria for selection. The use of an interview as a means of selection was agreed as more appropriate for applicants to post-graduate level courses (such as PGCE and H.Dip.Ed.) and for those who were coming into teaching as mature students. It was unanimously agreed that senior members of the teaching profession should be involved in the

interviews of applicants. Caution was expressed in relation to the potential subjective nature of interviews. It was therefore agreed that the interview should be well structured, giving the applicant the opportunity to demonstrate his/her ability over a range of key areas, including communication skills, competence and fluency in the relevant field(s).

References were also discussed as criteria for selection. Some members of the group thought that references were particularly subjective and that suppliers of references might give highly positive ones to most applicants to provide them with a 'good start' to their chosen career. It was also pointed out that fear of litigation might restrain reference authors in terms of writing potentially negative comments about an applicant.

It was noted that previous teaching experience counted as a factor that was taken into account in gaining admission to the Higher Diploma in Education in some of the institutions in the Republic. Concern was expressed that this encouraged the employment of unqualified teachers on a short-term basis in some schools. This concern could be set aside if such teachers were to be employed as teaching assistants, working under the supervision of qualified and experienced teachers.

Attraction and Recruitment of Student Teachers

Teacher education was a highly attractive option for students north and south of the border. Concern was raised however about the decline in many teachers' enthusiasm for teaching the longer they stayed in the profession. There was general agreement that the neglect of continuing professional development over the years has played a large part in contributing to this decline.

Access to teaching was considered to be non-inclusive, particularly in relation to potential applicants from disadvantaged backgrounds and those from different ethnicities. There was general agreement that this situation was highly problematic given the increasingly diverse school population. Alternative recruitment pathways were discussed, specifically for people who might wish to teach but would not be successful applicants because of their academic record.

While teaching was now an all-graduate profession, it was agreed that the Teaching Councils had an important role to play in assessing the "degree equivalence" of applicants coming from non-traditional routes (e.g applicants coming from some years of experience in industry) and in determining their eligibility to apply. Thereafter it would be for the higher education institutions, using their own criteria and procedures, to decide on the question of applicants' suitability.

The national frameworks for qualification might provide useful ways of enhancing the opportunities for such applicants.

There were two examples of widening access models discussed:

- a model of a teacher education programme in Scotland which provides for applicants in remote areas,
- and the Hibernia College programme in the Republic of Ireland, which offers a Higher Diploma in Arts in Primary Education.

Both programmes are delivered using a blend of online and face-to-face teaching but differ significantly in regard to course management and course structure. It was agreed that on-line teaching had a valuable and important role to play in teacher education, but that to employ it properly required much detailed planning with teacher education institutions to ensure credibility and adequacy of standards. The Scottish model was considered superior as it was the product of a close and ongoing a partnership between the higher education institutions, the local authorities in the Highlands and Islands, with substantial involvement from the start by the General Teaching Council for Scotland. It was noted that the Hibernia model, notwithstanding its accredited status, was a commercial enterprise with no partnership or involvement with the higher education institutions.

Workgroup 4

PARTNERSHIPS BETWEEN SCHOOLS AND UNIVERSITIES IN DELIVERING INITIAL, INDUCTION, AND IN-CAREER EDUCATION

Facilitators: Dr Conor Galvin, University College Dublin and Mr Keiron Mellon, Western Education and Library Board

Introduction

It is now widely accepted that the professional formation of teachers takes place across three broad teaching stages; initial teacher education, the induction stage, and career-wide continuous professional development. The workshop set out to consider the meaning or meanings of 'partnership' within these stages and to share understanding regarding practice across the island. The composition of the workshop greatly helped in this. Our group was well subscribed to with colleagues from the higher education institutions, education and library boards and schools representing the various stages of the partnership process. This remit was particularly wide when one considers that the differing expectations of the primary and post-primary sectors also needed to be mapped in some way to the three-phase matrix. Consequently, we decided to structure the workshop to facilitate discussion and interaction rather than information exchange.

Three straightforward questions formed the basis for our discussions:

1. What do good partnerships look like?
2. What are the advantages and disadvantages of partnership?
3. How can we improve on existing partnership practice or make it this happen where it currently does not?

These were surprisingly effective in terms of catalysing discussion. What follows is an account of some of the outcomes.

Definition of Partnership

Rather than moving directly to notions of good partnership, we decided that it would be useful to unpack a little of what we understood by the term. We did so by dividing into syndicates which discussed and then agreed what they saw as the key features of partnership as practiced in their experience.

Each group then took three 'post-its' and wrote one feature on each trying to capture what they see as the characteristics of a meaningful partnership. This turned out a number of useful headings to lead the rest of the discussion.

AIMS: goals, clarity of values.

COMMUNICATION: transparent communication, trust

FUNDING: properly resourced

OWNERSHIP: shared power, shared ownership, mutuality, equally valued reciprocal relationships, reciprocal benefits, recognition and respect for what different partners bring to the issue.

As the conversation evolved, each heading was seen to encapsulate a number of key (and often difficult to resolve) issues. A number of statements emanating from this bring together well the broad perspective of the workshop:

There needs to be a clear understanding of the purpose of partnership and where it fits into the concept of teacher education.

An acknowledgement of the division of the practical theory of teachers and educational theory needs to be made early if the partnership is to flourish.

If it is to be a sharing of experiences between the HEIs and the schools, then the type and quality of experience needs to be considered and expectations need to be clear on every side.

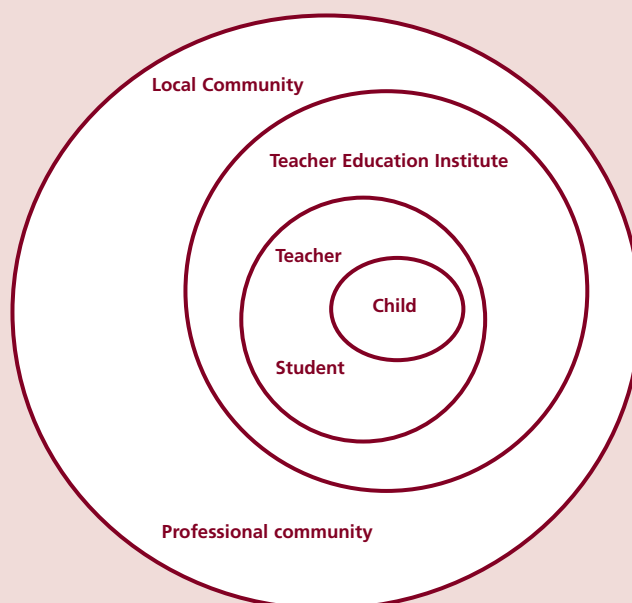
In ITE much of the value of partnership lies in initial teachers getting a variety of meaningful classroom experiences that link directly into college activity. The difficulty inherent in getting this right is enormous. But so are the rewards.

The partners in the equation need to be aware of their roles and the message needs to get to those involved with the beginning teachers.

What does a good partnership look like? Working on the concept that 'we can if', the syndicates discussed what good partnerships would look like in each of the three stages. What emerged from this was an interesting set of visual representations of the features of such partnerships and their locations on the practice radar.

Initial Teacher Education

The following diagram represents this stage:

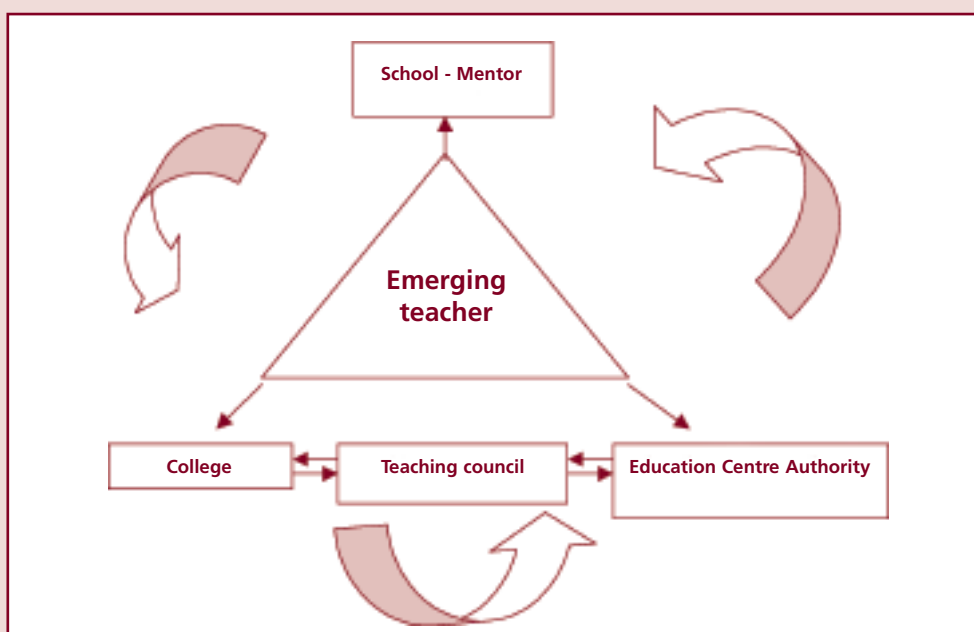


It was felt that the best chance for meaningful partnership was rooted in a number of points of explicit agreement with all the relevant stakeholders:

1. Clear aims and purposes to enhance learning
2. Roles – who does what?
3. A clarity of procedures
4. Training of mentors
5. Context for shared decision making
6. Committed resources

Induction

Possibly best represented as follows



A number of key relationships and roles (not all of them wholly articulated in either constituency) were seen as important here. In particular, the role of Teaching Councils was seen as central to effective partnerships in this phase. Although considerable development has been evident in this area in recent years, the workgroup was strongly of the opinion that we have a considerable distance to go.

Early Professional Development

Partnership within this stage of the teaching career was felt to be best envisioned as a train pulling carriages. The engine is the partnership leading the professional development process and bringing along the class teacher, the student, the HEI tutor, the teacher unions, the Department of Education and the parents. It depends on a healthy portion of goodwill and is represented in different forms depending on the jurisdiction. What is key is the notion that partners linked-up and de-coupled from the process at various times *in order best to meet the needs of the teacher*.

This we felt puts the teacher properly at the centre of the process. The view is that the basic model both North and South is more informal than that seen elsewhere and may have more advantages for all concerned.

Advantages and Disadvantages of Partnership

Conversation at the workshop also turned up a number of shared ideals that characterise partnership across the teaching career.

The principal advantages were seen in terms of partnership providing:

1. an opportunity for continued professional development
2. an opportunity for an association of schools and universities – schools like to work with universities
3. accreditation for all involved who choose to seek this - the school, the teacher tutors/ mentors
4. opportunities for cooperative teaching for staff development
5. a valuable contribution of school based research
6. recognition of the centrality of teachers to the professional orientation and development of novices and entrants to the profession
7. opportunities for the whole school to participate
8. course consistency and quality.

The principal disadvantages of moving schools towards partnership were seen as the following.

1. It was widely accepted that the core role of the school is to educate pupils – there is a need to acknowledge and remember this when expectations for school-side participation are being developed in a partnership.
2. There can be unrealistic expectations on partnerships from partners – particularly when additional duties and responsibilities are involved.
3. Ideological concerns can not be ignored – either at the policy or political levels.
4. There are too often difficulties centering on the equability of funding arrangements around some types of partnerships - schools in the North have refused funding, feeling that it did not adequately compensate them for the extra duties and responsibilities that would have to be undertaken; schools in the South do not at this point deal with partnership from a financial perspective.
5. There are difficulties around the concept of partnership school registers but this needs to be addressed so that such schools can provide good learning experiences.
6. Can our schools really offer a balance of teaching experiences for teachers in initial education? This is not reflected in the concerns of teachers entering induction from initial teacher training.
7. There needs to be a strong link person who operates between the school and the HEI – this is an underdeveloped role across the island.

Closing note

The experience of partnership within the professional formation of teachers on this island offers much that we can learn from. It also raises a number of issues regarding the challenge of getting it right, whether we are considering initial teacher education, the induction stage, or career-wide continuous professional development.

The workshop proved worthwhile on a number of levels, and was instrumental in clarifying a lot of the questions participants brought to our discussion.

Workgroup 5

INITIAL TEACHER EDUCATION AND SPECIAL EDUCATIONAL NEEDS

Facilitators: Mr Hugh Kearns, Stranmillis University College, and Dr Michael Shevlin, Trinity College Dublin

Workgroup participants:

Elizabeth O’Gorman
Eugene Toolan
Jean Ware
Laura Connolly
Aidan Clifford
Alan Brown
Tony Doyle
Mairin Wilson
Moya O’Brien

Discussion within this workshop ranged widely over major areas of concern and challenge. Participants presented perspectives from the standpoints of teacher educators, the inspectorate and teachers. Participants were concerned about the implications for schools and the wider community of enforced inclusion, but tended to agree that making schools more inclusive and teachers more competent in addressing diversity was a worthwhile aim requiring a significant response from initial and continuing teacher education. The workshop sought to reconcile demands for additional resources so that children with SEN could be afforded full access to the curriculum with demands for new approaches to curriculum that would facilitate the education together of diverse pupils.

Some participants asserted that those in initial teacher education and those with special educational needs needed to be given full consideration now that wider society appeared to be supporting more inclusive educational practice. The implications of this approach for schools, pupils, parents, teachers and teacher educators had yet to be fully addressed. Participants commended the contribution of the North/South exchange programmes in Autism and Dyslexia to the development and dissemination of valuable knowledge for parents, teachers, managers and administrators within the two education systems. Such initiatives encouraged greater North/South collaboration in sharing thinking and practice in this area.

At a systemic level in the Republic of Ireland, it was evident that there is a dearth of research in a rapidly changing system, and the immediate challenge consisted of restoring balance within the resource allocation process in order to develop a coherent response at all levels for children with special educational needs.

At school level many issues were raised in relation to developing inclusive practice. Issues raised included:

A. Determining the extent of inclusion that was anticipated by government.

- Are there boundaries or limits to inclusion?
- Are there children who cannot be accommodated?

B. Continuing Professional Development

- There is a need for coherence and continuity across ITE, Induction and Continuing Professional Development in order to meet the SEN demands of pre-service student teachers, classroom teachers, teachers mentoring beginning teachers in schools, learning support teachers and resource teachers.
- We need to consider training pathways for teachers of children who have more serious special needs.
- Specialist knowledge/expertise must be made readily available in mainstream schools if teachers are not to fail in providing for some children
- There is however greater need for the education and training of all mainstream teachers to meet the challenge of new pedagogies that can address the wider range of abilities increasingly experienced in classrooms.

C. Whole school issues

- How do we increase school capacity to respond to demands created by growing legislation in the SEN area?
- How do teachers find planning time to develop collaborative approaches and agree frameworks for managing learning difficulties?
- There is a need to connect specialist and mainstream teachers and schools and to share responsibility
- Individual Education Planning is a priority skill to develop among all teachers. It will help to focus them upon priority needs, advance their knowledge of learners and raise their awareness of the potential for improvement.
- Sourcing properly qualified SEN teachers is a challenge that must be addressed.
- Real change may not be achieved by a solitary focus upon SEN but upon systems of accountability for learning and for evidence-based practice in the professional development of schools and teachers. The way forward involves teacher self-accountability and reflection upon teaching that is transparent and part of the development process.
- SEN provision is therefore a critical part of the whole school's development and cannot be viewed as a separate issue in any way.

D. Special school issues

- Special schools are extremely marginalized and there needs to be a re-conceptualisation of how special schools can engage constructively with mainstream schools.
- Inclusion and the part-time attendance of pupils in special schools was a threat to their use as training resources for student teachers seeking continuity in SEN experience. There will be a need for more SEN teacher mentors.

- Special schools were too few to support SEN training for the large numbers of student teachers undergoing training. SEN placements in mainstream schools needs to be developed and SEN activity on the part of students needs to be structured.

Workshop input consisted of a review of the first conference on Initial Teacher Education and Special Educational Needs funded by SCOTENS. An overview of course structure and content was outlined in terms of:

SEN within ITE course structure:

Undergraduate courses were observed to have:

- Serial SEN inputs
- Single SEN input
- Serial Inclusion inputs
- Permeated SEN content
- Combinations of these

Postgraduate courses were observed to have:

- Serial SEN inputs
- Diffuse SEN and SEN-related inputs (bullying, pastoral care etc.)
- Permeated SEN and SEN-related content.

SEN course content reported to be taught in ITE was categorised as follows:

- Administrative, bureaucratic, organisational, legalistic and procedural knowledge
- Diagnostic/prescriptive and psychometric knowledge
- Knowledge of disabilities
- Sociological knowledge
- Knowledge of special educational resources
- Classroom management for differentiation and inclusion
- Diagnostic and precision teaching
- Philosophical and ethical issues
- Alternative approaches to curriculum
- Child development and pedagogy
- Case-based reasoning and problem solving
- Personal / participatory action research

Conference participants made the following comments on the SEN content of ITE courses:

- Growing institutional recognition of SEN within ITE courses has led to a combination of core and elective course units, particularly at primary level. Students electing to do additional SEN courses were thought to be already more competent in the area rather than the more needy student. Direction to such courses rather than self-election may need to be considered.
- SEN provision at post-primary/postgraduate level was considered to be quite limiting and potentially piecemeal because of the short duration of the course, its being already overburdened, and the strong subject and career emphasis of postgraduate teachers.

- Different conceptualisations of SEN reflected in ITE course content were of interest. Emphasis upon knowledge of a range of disabilities appeared to be both popular and perhaps politic as was knowledge of statutory SEN bureaucratic procedures (NI), despite being considered by many as impersonal information and surface knowledge rather than active learning. Such content needed to develop teacher values and provide them with structures whereby they could respond positively, collegially and methodically to actual pupils experiencing unique patterns of disability, learning difficulty and learning style.
- There is a need for more research into ways of ensuring permeation of SEN content throughout the ITE curriculum rather than being separate or potentially at odds with the values of the course in general.
- While student teachers are generally very able and interested in SEN, it is very difficult to ensure that they have direct contact with needy pupils in a focussed way or have sufficient focussed experience of pupils with diverse abilities. Curriculum and pedagogy may dominate their thinking at the expense of pupil knowledge.
- Current contexts of SEN management in schools mean that training courses for support teachers may focus upon intervention rather than being proactive in developing appropriate models of curriculum and more cooperative forms of learning in classrooms.

Conclusions:

1. There is urgent need for closer collaboration, North and South, between teacher educators with a special educational needs remit and those who might currently feel their specialisms are separate from SEN concerns. Teacher educator development and ITE programme development is urgently needed if SEN concerns are to become permeated within ITE courses. The postgraduate programmes are particularly needy given the brief training period.
2. There needs to be further research, North and South, into the ways in which ITE providers link with schools to ensure continuity between the academic and practical components of SEN training. In this regard ITE has an important role in identifying good training placements and in supporting continuing professional development of the teachers who mentor their students.
3. The views of pre-service students, North and South, upon the efficacy of the different SEN training strategies they experience are a valuable source of inspiration and advice for trainers.

Workgroup 6

TEACHER EDUCATION FOR DIVERSITY, CITIZENSHIP AND EQUALITY

Facilitators: Mr Gerry Jeffers, NUI Maynooth, and Ms Una O'Connor, University of Ulster

The premise of the Education for Diversity, Citizenship and Equality workshop was to engage colleagues in discussion and debate on the development and implementation of citizenship education with reference to some current initiatives. These included :

- to share with colleagues the aims and outcomes of the North-South Citizenship conference;
- to explore further issues of common interest and concern;
- to view a presentation on the Education for Reconciliation Project;
- to develop a clear rationale for future strategic development.

North-South Citizenship Conference

The North-South Citizenship conference was held on September 30 – October 1 2004 (see also pages 89-101). The purpose of the conference was to share approaches to diversity and citizenship, with specific reference to:

- Schools and school practice;
- Initial teacher education;
- Continuing professional development;
- Research and evaluation.

The event represented an opportunity to share insights from existing practice in both jurisdictions, to identify possibilities for future collaboration and, significantly, to strengthen relationships between those actively engaged in advancing citizenship education. The main issues to emerge from the conference included whole school involvement in the development of a citizenship programme; engaging teachers with active methodologies; the implications of the introduction of citizenship for teacher educators and the contribution of the non-formal sector. Additionally, discussions are now underway with publishers towards the publication of an edited compilation of conference papers. The proposed book will aim to chronicle some of the attempts and experiences in both jurisdictions of implementing a programme in Citizenship and Diversity. It will include some original research findings, some critiques of current provision and some indicators of best practice.

Thematic Context

The changing political, economic and societal norms within which teachers and schools strive to operate were acknowledged, along with the educational challenge that such change presents. The workshop discussion produced a series of inter-connected issues relating to the development and delivery of citizenship education. Although the content and pattern of delivery in the two jurisdictions are varied, discussion focused on the key themes that are common to both.

Participants considered the need for greater clarity and consensus on the definition of *citizenship* and what criteria constitutes being a *citizen*. It was acknowledged that the different models of citizenship often dictated who was most responsive to its development and delivery. It was considered that the terminology associated with citizenship was often value-laden, which created some difficulty in transferring the subject to the classroom. For this reason it was agreed that although citizenship should be seen as a dedicated subject area, it should not be the responsibility of one teacher, but should infuse the broader life of the school community. In this instance, it was agreed that the support and commitment of principals was crucial for whole school engagement. However some concern was expressed that if schools did not operate within democratically agreed parameters, difficulties would remain in implementation.

For this reason, it was agreed that the disposition of the individual teacher continues to define how citizenship is delivered in many schools. The personal as well as the professional development of teachers was considered an important factor for successful engagement. Participants agreed that teachers still tended to define themselves in terms of their subject area, but were often more uncomfortable with the thematic content of citizenship. The importance of meaningful training that provides teachers not only with the skills, but also the confidence to address potentially controversial issues was considered a key requirement for all programmes. Importantly, this includes the strategic development of a pedagogy that incorporates and encourages active and co-operative learning methodologies.

Collectively then, it was agreed that much was to be gained from improved channels of communication within and between groups of practitioners. This includes the development of a shared network amongst teachers that encourages discussion, the exchange of ideas and an ongoing system of professional support. It also includes greater collaboration with the non-formal sector, particularly through the use of NGO and youth group expertise for the development of active and/or peer mediation programmes. Additionally, the dissemination of associated research and development activity was considered beneficial in this context. Many participants were engaged in a broad range of related research activity, including education for reconciliation, inter-cultural education, global issues and programme evaluation.

Education for Reconciliation Project

A short presentation was given by representatives from the Education for Reconciliation Project, which works with a group of secondary teachers and their schools in both jurisdictions. One of the key aims of the project is to *promote the reconciliation process through engaging teachers in a programme of personal and professional development*. The presentation sought to explore the contribution of Education for Reconciliation to the peace-building process; the development of appropriate skills, knowledge and attitudes for implementation; and the challenges of mainstreaming the project within schools. It also presented a model of teacher development and the challenges encountered in seeking to extend EfR to schools and to other teachers beyond those participating in the project's training.

Future Developments

Next steps in the development of a cross-border citizenship agenda concentrated on two areas - the development of a citizenship website and the feasibility of a further conference.

Points for consideration in the development of the website were identified as follows :

- The proposed structure, content and development of the website should be open to workshop colleagues for comment;
- The website should seek to reduce unnecessary duplication of resources;
- The website should seek to include resource materials that demonstrate the required methodologies for the various stages of a citizenship programme;
- Consideration of an Irish-medium section;
- Provision for a discussion network, including a dedicated teacher forum;
- Provision for a research and reference link.

Points for consideration for a further citizenship conference were identified as follows :

- The primary purpose of the conference should be a forum for discussion and to exchange ideas;
- There should be evidence of tangible outcomes, such as the proposed publication from the first conference;
- The collective expertise of those involved should be collated and used to lobby policy-makers recommendations;
- The conference should aim to extend to include a wider audience.

To date, funding of £5,000 has been secured from the SCoTENS committee to develop a citizenship website. Recruitment procedures are currently underway and it is hoped that an appointment will be made early in the New Year. It is anticipated that the appointment will be for 6 months in the first instance, with the possibility of extension.

Contact has been made with a potential publisher and a book proposal has been submitted. The conference organisers are collecting completed papers from presenters in both jurisdictions with the view to moving forward with the book proposal in 2005.

There have been frequent requests for a further citizenship conference. Feedback from the original conference was very positive. It was an opportunity to facilitate a process of mutual dialogue, discussion and debate in a supportive forum. This was enhanced further by the varied background and expertise of the invited participants. A further citizenship conference is worth consideration. However extending the conference to a wider audience would necessarily incur greater costs. This would have to be considered in any funding application. Equally, responsibility for the organisation and administration would have to be considered within the capacity of existing work commitments.

Programme

Thursday 11th November

2.45 p.m.	Registration
3.30 p.m.	Official opening
4.00 p.m.	Mr. Sean Feerick , Education and Culture DG, European Commission
5.00 p.m.	Refreshments
5.30 p.m.	<i>Response 1: Professor Richard McMinn</i> , Principal, Stranmillis University College, Belfast
5.50 p.m.	<i>Response 2: Professor Sheelagh Drudy</i> , Professor of Education, University College Dublin/NUI Dublin
7.30 p.m.	Reception. Launch by Dr. Pauric Travers of the November 2003 Initial Teacher Education conference report and by Professor Richard McMinn of the <i>Diversity in Early Years Education North and South: Implications for Teacher Education</i> research report
8.15 p.m.	Dinner

Friday 12th November

9.00 a.m.	Prof. John Coolahan – Progress Report on SCoTENS in 2003-2004 and Reflections on the conference's first day
9.30 a.m.	Symposium on Teaching Councils and teacher education, followed by discussion Speakers Ms Áine Lawlor – Director, Teaching Council (Ireland) Mr. Matthew MacIver – Chief Executive, General Teaching Council for Scotland Mr. Eddie McArdle – Registrar, General Teaching Council for Northern Ireland
11.15 a.m.	Refreshments
11.45 a.m.	Workgroups: first session (six themes) 1. Training for educational leadership Facilitators: Dr Tom Hesketh and Dr Jim Gleeson 2. Integrating ICT into Teacher Education Facilitators: Dr Roger Austin and Dr Paul Conway 3. Attracting, selecting and recruiting student teachers Facilitators: Dr Colette Murphy and Dr Pdraig Hogan 4. Partnerships between schools and universities in delivering initial, induction and in- service education Facilitators: Dr Conor Galvin and Mr. Kieron Mellon 5. Teacher education and the integration of special needs. Facilitators: Dr Michael Shevlin & Mr. Hugh Kearns 6. Teacher education for diversity, citizenship and equality Facilitators: Mr. Gerry Jeffers and Ms. Una O'Connor
1.00 p.m.	Lunch
2.15 p.m.	Workshops (Six themes as above)
3.15 p.m.	Final plenary session, chaired by Dr Pauric Travers , President, St. Patrick's College, Drumcondra
4.00 p.m.	Close of Conference.

List of Conference Delegates

Anderson John Mr. Austin Roger Dr	C2K Co-ordinator, Department of Education Head of School, School of Education, University of Ulster at Coleraine
Avery Hilary Mrs.	Programme Leader, Subject Studies, Stranmillis University College
Ball Barney Mr.	Policy & Registration Manager, General Teaching Council for N.I.
Barton Rosemary Mrs. Bates Denis Mr.	President, Ulster Teachers' Union Vice President, Educational Studies Association of Ireland
Bodkin Patsey Ms.	Lecturer in Education, National College of Art and Design
Bradley Dominic Mr.	Education Spokesperson, Social Democratic and Labour Party
Browne Alan Mr. Burke Andrew Dr.	President, National Association of Head Teachers Senior Lecturer, Education Department, St Patrick's College
Cannon Paraig Mr. Caul Leslie Dr.	Director of Teaching Practice, Colaiste Mhuire Director of Academic Affairs, Stranmillis University College
Clifford Aidan Mr	Director, Curriculum Development Unit, City of Dublin VEC
Connolly Claire Ms.	Director of Teaching Practice, St Mary's University College
Conroy Barry Mr.	Assistant Principal Officer, Teacher Education Section, Department of Education and Science
Conway Paul Dr.	Lecturer in Education, Education Department, University College Cork
Coolahan John Professor Costello Stephen Mr. Deegan Jim Dr.	Emeritus Professor Conference Chairman Head of Education, Education Department, Mary Immaculate College
Devlin Gerry Mr.	Senior Education Officer, General Teaching Council for NI
Dinan Ann Ms.	Director, Education Development, Joint Managerial Body
Dolan Rose Ms. Donnelly Frances Ms.	Lecturer, Education Department, NUI Maynooth Senior Development Officer, NI Council for Integrated Education
Doyle Tony Mr. Drudy Sheelagh Prof.	Education Department, Mary Immaculate College Professor of Education, Department of Education, University College Dublin
Egan Emer Ms.	Assistant Chief Inspector, Inspectorate Division, Department of Education and Science
Evans Byron Mr.	ICT/Distance Learning Advisor, Regional Training Unit
Farrar Margaret Ms.	Director of Teaching Practice, Church of Ireland College of Education
Feerick Sean Mr. Fegan Tommy Mr.	Education & Culture DG, European Commission Manager, North South Exchange Consortium, Dundalk Institute of Technology
Ferguson John Mr. Ferguson Michael Mr. Finn Peter Mr.	Induction & EPD Advisor Sinn Fein Director, Faculty of Liberal Arts, St Mary's University College, Belfast

Furlong Catherine Dr.	Acting Director of Teaching Practice, St. Patrick's College
Galvin Conor Dr	Lecturer in Education, Education Department, University College Dublin
Geary Tom Mr.	Head of Department, College of Education, University of Limerick
Gleeson Jim Dr.	Department of Education, University of Limerick
Gordon SI Dr	Managing Inspector, Department of Education
Hesketh Tom Dr.	Director, Regional Training Unit
Hogan Padraig Dr.	Head of Education, Education Department, NUI Maynooth
Hughes Mairéad Ms.	Administrator, Centre for Cross Border Studies
Hyland Davy Mr.	Sinn Fein Spokesman on Education Sinn Fein
Jeffers Gerry Mr.	Lecturer, Department of Education, NUI Maynooth
Jendoubi Christine Ms	Department of Education
Jordan Dervil Ms.	Lecturer in Art & Design Education Faculty of Education, National College of Art and Design
Kearns Hugh Dr	Principal Lecturer, Special Education/Continuing Professional Development, Stranmillis University College
Kidd Sonia Ms.	Senior Lecturer, Stranmillis University College
Kirk Gordon Prof.	Professor, Academic Secretary, UCET
Lawlor Aíne Ms.	Chief Executive, Teaching Council of Ireland
Leitch Ruth Dr.	Head of School, Graduate School of Education, Queen's University Belfast
Leydon Moira Ms.	Assistant General Secretary, Association of Secondary Teachers Ireland
MacGabhann John Mr.	President, Teachers Union of Ireland
MacIver Matthew Mr.	Chief Executive, General Teaching Council for Scotland
Magennis Eoin Dr.	Research & Information Officer, Centre for Cross Border Studies
McAllister Patricia Ms.	Administrative Assistant, The Centre for Cross Border Studies
McArdle Eddie Mr.	Registrar, General Teaching Council for N.I.
McAteer Mary Dr.	University of Ulster
McAuley David Mr.	Assistant Secretary, Higher Ed. and Student Support Division, Dept for Employment and Learning
McDermott Philomena Ms.	Cross Phase Adviser, Western Education & Library Board
McDonagh Patrick Mr.	Assistant Secretary, Department of Education and Science
McGill Marianne Ms	Programme Manager, Education Programme Department, Co-operation Ireland
McGlynn Claire Dr.	Senior Lecturer in Educational Studies Stranmillis University College
McGrath John Mr	Principal, Legamaddy Primary School
McIntyre Deirdre Dr.	Psychologist, Profexcel
McIver Vivian Mr.	Assistant Chief Inspector, Education and Training Inspectorate, Department of Education
McKenna Mary Ms.	North/South Ministerial Council
McLean Hilary Ms.	Schools' Liaison Officer, Southern Education & Library Board

McMinn Richard Professor McMorrow Brendan Mr.	Principal, Stranmillis University College Faculty of Education Coordinator, St. Mary's University College
McSorley Fiona Ms.	Acting Director of Teaching Practice Mary Immaculate College
McWilliams Sandra Ms.	Head of Teaching Studies, Stranmillis University College
Mehigan Gene Mr. Mellon Keiron Mr.	Colaiste Mhuire Assistant Advisory Officer, Curriculum Advice and Support Service CASS, Western Education and Library Board
Moran Anne Professor	Professor of Education, Dean of Social Sciences, School of Education, University of Ulster at Jordanstown
Moran Seán Mr. Mullan Hazel Mrs.	Staff Tutor, Education, Open University Asst. Senior Education Officer, Southern Education & Library Board
Mullan Tom Mr. Mullins Tom Dr.	Southern Education & Library Board Head of Department, Education Department, University College Cork
Murphy Colette Dr.	Head of Learning & Teaching (Pre-School) Graduate School of Education, Queen's University Belfast
Murphy Regina Ms. Nic Craith Deirbhile Ms.	Director of In Career/C.P.D., St. Patrick's College Senior Official – Education, Irish National Teachers Organization
Nolan Sean Rev.	Aughnacloy/Truagh European Studies Schools Project
O'Brien Moya Dr. O'Brien Sherry Ms. O'Connor Tim Mr. O'Connor Una Ms. O'Gorman Elizabeth Ms. O'Hara Joseph Mr.	Psychologist, Profexcel Political Advisor to Michael Ferguson Sinn Féin Joint Secretary, North/South Ministerial Council Research Associate, University of Ulster Education Department, University College Dublin Lecturer, School of Education Studies, Dublin City University
O'Hara Kevin Mr.	Senior Education Adviser, Council for Catholic Maintained Schools
O'Kelly Brian Mr. Pollak Andy Mr. Pollock John Mr.	Education Advisor to Michael Ferguson Sinn Féin Director, Centre for Cross Border Studies NI Branch Committee, Association of Teachers & Lecturers
Rafferty John Mr. Renehan Caroline Ms. Reynolds Margaret Dr.	Senior Lecturer, St Mary's University College Lecturer, Mater Dei Institute Director, Education Faculty, St Mary's University College
Rolston Brian Mr Rooney Marie Ms	Heads, Teachers & Industry (HTI) & Open University Project Manager, Curriculum Development Unit, Dublin City VEC
Shevlin Michael Dr.	Registrar for Higher Diploma in Ed.Education Department, Trinity College Dublin
Smith Alan Professor	UNESCO Chair, School of Education, University of Ulster at Coleraine
Tiernan Christine Ms.	Assistant Principal, North/South Co-operation Unit, Department of Education and Science
Toolin Eugene Mr.	Head of Education, St. Angela's College

Travers Pauric Dr	President, St Patrick's College, Drumcondra
Tubbert Brian Mr.	Froebel College of Education
Waldron Fionnuala Ms.	Lecturer in Education (History) St. Patrick's College
Walsh Margaret Ms.	Lecturer, School of Education Studies, Dublin City University
Ware Jean Dr.	Special Education Department, St. Patrick's College
Watson Mae Ms	Director, Academic and Information Services, Stranmillis University College
Watts Niall Mr.	Audio Visual Centre, University College Dublin
White John Mr.	General Secretary, Association of Secondary Teachers Ireland
Wilson Mairin Ms.	Coordinator, Church of Ireland College of Education
Yarr Mary Ms	Language Adviser, Craigavon Teachers Centre
Ó Conluain Gearóid Mr.	Deputy Chief Inspector, Department of Education & Science

Sectoral Conference Reports

funded or part-funded by SCoTENS



SPECIAL EDUCATIONAL NEEDS IN INITIAL TEACHER EDUCATION: TWO NORTH/SOUTH CONFERENCES

Dublin and Belfast, March and December 2004

The core purposes of this project are (a) to identify policy and practice in the preparation of pre-service teachers for teaching pupils with special educational needs in Ireland; and (b) to establish an all-Ireland network of teacher educators with responsibility for special educational needs in undergraduate and postgraduate courses of Initial Teacher Education (ITE). The project seeks to provide a general rather than an institutional account of contemporary policy and practice in Ireland. The project will extend awareness of the range of training practice and identify training norms, constraints, aspirations and further priorities for research.

Two conferences have now taken place of the SEN representatives from all university providers of initial teacher education in Ireland. The first was held in Trinity College, Dublin on 22 - 23 March 2004. The second took place in Stranmillis University College Belfast on 2 - 3 December 2004. Representatives at the conferences were:

Ann Marie Farrell, St Patrick's College, Drumcondra
Anne Ryan, Coláiste Mhuire, Marino, Dublin,
Brendan O'Murchu, Department of Education and Science ROI
D. Hourihane, University College Cork
Deirdre McIntyre, PROFEXEL
Don Mahon, Department of Education and Science ROI
Eileen Winter, Queens University Belfast
Elizabeth O'Gorman, University College Dublin
Eugene Toolan, St Angela's College, Sligo
Frank Quinn, St Mary's University College, Belfast
Gerry Devlin, General Teaching Council for NI
Hugh Kearns, Stranmillis University College, Belfast
Jackie Lambe, University of Ulster
John Hunter, Department of Education NI
Judith White, Bath Spa University
Maeve Martin, NUI Maynooth
Mary O Boyle, St Mary's College, Derry & Stranmillis University College
Michael Shevlin, Trinity College Dublin
Patricia Eaton, NUI Galway
Sean Griffin, St Nicholas Montessori College
Si Gordon, Education and Training Inspectorate, NI
Tony Doyle, Mary Immaculate College, Limerick

In the context of Special Educational Needs and Initial Teacher Education, the first conference sought to conduct a shared review and assessment of practice in the North and South of Ireland, to establish a supportive network of researchers and practitioners, and to develop a rationale for future action. The project leaders introduced the conference theme from the perspectives and contexts of teacher education in the two jurisdictions. Paddy Manning (Department of Education and Training Inspectorate, Northern Ireland) and Don Mahon

(Department of Education and Science Inspectorate, Republic of Ireland) each reviewed SEN provision in schools in their jurisdictions. These introductions outlined the implications of recent and emerging trends in Initial Teacher Education and in provision for Special Educational Needs, North and South. The main work of the conference then began. A major purpose became that of defining the nature and positioning of SEN content in ITE and a report from the first conference formed the basis for further discussion at a second conference.

The second conference workshops focussed upon six key questions identified in earlier discussions:

1. What SEN knowledge, values and skills do beginning teachers need?
2. What should ITE include and prioritise?
3. Where should SEN knowledge be positioned within ITE courses for undergraduates and postgraduates, and for primary and secondary teachers?
4. What are the challenges and benefits of greater permeation of SEN knowledge, skills and values across ITE courses? Are discrete specialist modules enough?
5. What role has ICT to play in developing SEN competence among beginning teachers?
6. How should we ensure that SEN issues are addressed, and SEN competence gained, during school experience?

This second conference began by reporting and reconsidering the March conference findings regarding the nature and positioning of SEN knowledge within courses of Initial Teacher Education in Ireland, North and South. The conference workshops went further in identifying strategies for the greater inclusion of SEN knowledge, skills and values within all aspects of undergraduate and postgraduate programmes. Representatives considered ways of ensuring the application of SEN knowledge, skills and values in student school experience and teaching practice. Strategies for the co-ordination and quality management of SEN knowledge in courses of Initial Teacher Education were considered.

There were inputs from the education inspectorate in the two jurisdictions. There were presentations by Jackie Lambe on the use of ICT and on-line learning in the development of SEN competence within the University of Ulster PGCE programme. Mary O'Boyle from St Mary's College, Derry, reported research and development work that she and her school have conducted in collaboration with Stranmillis University College, specifically upon the effectiveness of cooperative learning in including diverse and marginalised learners within mainstream classrooms. Further possibilities for research and development on the part of university representatives were considered and an application for further funding is in process of development. A full project report will be available in Spring 2005.

Michael Shevlin and Hugh Kearns

[SCoTENS grant: £5,250]

THIRD ANNUAL CONFERENCE OF IRISH ASSOCIATION OF SOCIAL, SCIENTIFIC AND ENVIRONMENTAL EDUCATION (IASSEE)

Dublin, June 2004

The annual conference of the Irish Association for Social, Scientific and Environmental Education (IASSEE) was held on the 17 - 18 June, 2004, at St. Patrick's College, Drumcondra (SPD). It was the third annual conference organized by the association and it built on the success of the previous year's conference, which had been held in St. Mary's University College, Belfast. IASSEE is an all-Ireland association, which focuses on the teaching and learning of history, geography and science at primary level, and on the pedagogy underlying that teaching and learning in initial teacher education. The multi-faceted nature of the association allows for a strong interdisciplinary ethos and supports the development of a challenging and coherent model of integration at primary level, as well as encouraging cross-disciplinary links within and between the colleges. The all-Ireland nature of the association is a valued and fruitful aspect, which is embedded in its structures, its aims and in its projected development as a leading voice in social, scientific and environmental education in Ireland.

This year's conference was attended by forty-two delegates. This attendance included members of IASSEE, invited participants, delegates from the National Council for Curriculum and Assessment (NCCA), Forfás, Trócaire and DICE (National Project for Development and Intercultural Education), as well as interested educationalists and academics drawn from the three disciplines. The conference was opened by the chairperson of IASSEE, Fionnuala Waldron (SPD). The keynote address, 'History, Narrative and the National Story', was delivered by Dr Pauric Travers (President, SPD). This paper examined the role and continuing importance of narrative and story in history and particularly national history. Drawing on the Irish and international experience, it concluded that the retreat from narrative had been damaging for history as a discipline and for society. It welcomed the eclipse of simplistic and exclusivist conceptions of history as the national story and argued instead for an inclusive multi-layered narrative or series of complementary narratives. A lively and interesting debate ensued, chaired by Geraldine O'Connor (Church of Ireland College of Education, Dublin).

The first session of the conference was chaired by Richard Greenwood (Stranmillis University College, Belfast) and focused on the theme of identity and citizenship. John McCombe (UNESCO Centre, University of Ulster, Coleraine) in his paper, 'History Education, Citizenship Education and Ethno-Political Identity in Northern Ireland', examined the relationship between history education and citizenship education. In the light of the proposed introduction of citizenship education into the Northern Ireland curriculum, McCombe examined how history education and citizenship education share common objectives, both in terms of subject knowledge and skills development, and have the potential to support each other in terms of pedagogy. McCombe highlighted the importance of teachers' attitudes to the success of this collaboration.

In her paper, 'Westlife, Bin Tax and Coddle: Children's Ideas about being Irish', Fionnuala Waldron (SPD) presented a preliminary analysis of research carried out in collaboration with Susan Pike (SPD) on Irish children's ideas about national

identity. Using a qualitative and collaborative research model, the study explored children's ideas about national identity through participative activities, children's writings and drawings and through semi-structured interviews. The data presented in this paper were based on a preliminary analysis of children's writings about Irish identity. The main themes that permeated the children's constructions of Irishness were presented and a number of issues around national identity and diversity were raised.

Chaired by Dr Janet Varley (SPD), the second session of the conference focused on innovations and good practice in the teaching of science at primary level. Peter McAlister (Science Adviser, South Eastern Education and Library Board) explored the possibilities presented by the Team Planet project as a way of integrating science, geography and history. The second paper, 'Innovations in Primary Science Teaching', was introduced by Dr Jim Beggs (St. Mary's University College, Belfast), who reported on a project developed by the Science Department in St. Mary's University College, working with Queen's University, in which co-teaching is used as a model to improve the classroom experience of learners and teachers of science. The experiences of co-teaching in St. Patrick's Primary School, Armagh, were then explored by participants in the project: class teacher Cathy Doyle and third year science student Monica Donnelly. Evidence was presented that co-teaching can enhance the science learning of all participants.

The final session of the first day of the conference presented new resources for the teaching of social, scientific and environmental education at primary level. Chaired by Regina Murphy (SPD), the session began with a presentation focussing on the development of a new history resource for middle and senior classes at primary level. 'Our World Our History' is a Trócaire initiative aimed at encouraging and supporting teachers to insert a global and justice perspective to history. The project was jointly funded by Development Co-operation Ireland and Trócaire. In this workshop, presented by Anne-Marie Kealy (Trócaire) and Barbara Gill (DICE), conference participants explored a range of materials developed to promote an evidence based, active and critical engagement with a variety of topics including the Maya people of Central America, slavery, nomadism and conflicts since the 1960s.

In the second presentation of this session, Anne Dolan (Mary Immaculate College, Limerick) introduced a newly developed CD ROM resource for infant classes from a development education perspective. This new resource, entitled 'We are the World!' was presented to the conference, and epistemological and pedagogical aspects of it were discussed. It was created by the Curriculum Development Unit, Mary Immaculate College, as part of an initiative funded by Development Co-operation Ireland. Conference delegates welcomed the development of both sets of high quality resources as timely.

The second day of the conference opened with a paper on geography education and initial teacher education presented by Fran Martin (University College, Worcester, UK) and chaired by Dr Margaret Keane (St. Mary's University College). Entitled 'Knowledge Bases for Effective Teaching', this paper presented case studies which followed the development of two beginning teachers, each with different levels of subject based knowledge, as teachers of primary geography. Exploring the interaction between subject knowledge, pedagogical content knowledge and pedagogical experience, Martin's paper indicated the complex

relations and interactions between different knowledge bases over the course of initial teacher education and the early years of teaching. Her paper highlighted the necessity for teacher educators to be aware of these relationships and the critical impact they can have on the teaching of subjects with specialised knowledge bases at primary level.

This paper was followed by a session that focused on environmental and science education. Chaired by Dr Colette Murphy (Queen's University, Belfast), the first presentation by Dr Ivor Hickey (St. Mary's University College), entitled 'Does Environmental Education Require Children to Identify Species?', raised the question as to whether environmental biology can be successfully taught or understood without an ability to recognize particular species of plants and animals. As part of the exploration of this question, details of a survey of the ability of children and student teachers to recognize common bird species was presented.

This was followed by a presentation by Dr John Sweeney (St. Mary's University College) on 'Working with Schools to Develop Primary Science and Technology'. Focusing once again on the value of collaboration between centres of initial teacher education and primary schools, Dr Sweeney set his presentation in the context of the proposed Northern Ireland Revised Primary Curriculum for Science and Technology. The development of science and technology education through links between St. Mary's University College and a large Belfast primary school (St Teresa's) were described, and examples of work being done in the area of science and technology were used to illustrate the presentation.

The final session of the conference focused on the development of an IASSEE research programme, and, in particular, the proposed all-Ireland research into student teachers' perceptions and attitudes to geography, science and history. Chaired by Fionnuala Waldron (SPD), the session began with a presentation from Richard Greenwood (Stranmillis University College) on 'Students' Attitudes to Geography and Geography Education: A Review'. This focused on the research methodologies used and the main kinds of research questions addressed in the literature to date. Some implications for the current IASSEE research arising from this literature were discussed and strengths and possible weaknesses of the IASSEE research were suggested. This was followed by an analysis of the pilot of the IASSEE questionnaire into students' attitudes and perceptions presented by Dr Janet Varley (SPD). The latest iteration of the IASSEE survey had been piloted with students from St. Patrick's College Drumcondra and Stranmillis University College. This paper reported in detail on the pilot study in St. Patrick's and, with additional insights from the Stranmillis pilot, made recommendations for the implementation of the all-Ireland survey in autumn 2004. A plenary session followed where issues relating to the proposed research were discussed and debated.

The conference ended with a short address by the chairperson, Fionnuala Waldron, in which speakers, participants and organisers were thanked and the gratitude and appreciation of IASSEE for the support provided by SCoTENS and St. Patrick's College, Drumcondra, in jointly funding the conference, was expressed.

Fionnuala Waldron

[SCoTENS grant:£3,000]

NORTH-SOUTH CITIZENSHIP CONFERENCE

Ballyconnell, Co Cavan, 30 September – 1 October 2004

The North-South Citizenship Conference emerged from the October 2003 SCoTENS annual conference, when it was agreed to initiate a co-operative, cross-border forum on citizenship education. It was within this context, and with particular reference to the framework of collaborative research and professional activities in teacher education in the citizenship area, that a funding application was submitted to the SCoTENS committee. Following funding approval from the Committee, additional finance was secured from the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) and from the Department of Education and Science (DES) in Dublin. The combined funding enabled the organisation of an invitational conference for up to fifty people. The Conference was held in the Slieve Russell Hotel, Ballyconnell, Co Cavan from 30 September – 1 October 2004. The event represented an opportunity to share insights from existing practice in both jurisdictions, to strengthen professional relationships between those actively engaged in citizenship education, and to consider ways to take forward findings through a collaborative programme of activity.

Background

Civic, Social and Political Education (CSPE) has been a part of the compulsory core curriculum in the Republic of Ireland since 1997. CSPE focuses on seven core concepts – Human Dignity, Rights and Responsibilities, Democracy, Development, Law, Interdependence and Stewardship - and is taught to pupils from Year 1 to Year 3 in all post-primary schools as a timetabled class period. Formal assessment in the Junior Certificate Examination includes credit for a report on an action project.

In Northern Ireland citizenship education has yet to become a mandatory feature of the curriculum. It has however been introduced as a pilot scheme at Key Stage 3 increasingly into all Northern Ireland schools. Within the framework of the current curriculum review process, it is anticipated that Local and Global Citizenship will become a statutory subject from September 2007. Local and Global Citizenship is delivered through four key themes – Diversity and Inclusion, Equality and Social Justice, Human Rights and Social Responsibilities and Democracy and Active Participation. In preparation for this, the five Education and Library Boards (ELBs), in collaboration with the CCEA are engaged in a training programme for up to five teachers per year from all participating schools.

Conference Planning

A planning meeting was held in Belfast during March 2004 to agree the format and structure of the conference. The meeting was attended by three colleagues from each jurisdiction, each of whom had particular expertise in the areas of teaching, research and development. The remit of the planning committee was to oversee the development of the conference by identifying a series of key issues that could be explored for the mutual benefit of the target audience.

It was agreed that the proposed aim of the conference would seek to share approaches to diversity and citizenship, with specific reference to :

- Schools and school practice;
- Initial teacher education;
- Continuing professional development;
- The role of NGOs and the non-formal education sector;
- Research and evaluation.

The different contexts in which citizenship is currently taught within the two jurisdictions has created an environment where it is possible to foster increased inter-professional and inter-institutional linkages on issues of common interest and concern to teacher education. It was anticipated that the challenges and dynamics of complementary theory and practice would generate productive discussion and debate and lay the foundation for increased strategic collaboration and co-operation.

A guest list for the conference was drawn up to include representatives from each of the areas outlined above (Appendix 1). From this list a number of colleagues were identified as possible key speakers or workshop facilitators. The conference comprised eight parallel thematic sessions (Appendix 2). Each session was co-presented by North-South representatives and was overseen by an appointed facilitator. Each session lasted approximately one and a half hours (30 minutes per presenter and a further 30 minutes for discussion). The parallel sessions were developed in consultation with each of the key speakers on an agreed, specific aspect of citizenship provision in the two jurisdictions. Every effort was made to avoid an overlap of complementary presentations to ensure thematic continuity. Details of individual sessions are provided in the synopsis of presentations attached (Appendix 3).

Conference Outcomes

The conference produced a number of key outcomes for consideration over the following 12 months. These were :

- The collation of conference papers for the preparation of a published book that will be disseminated to a wider education audience. This audience will include teachers, trainee teachers and school leaders; those working with young people in the non-formal sector; NGO representatives; and those involved with policy formulation. Preliminary discussions are underway with a potential publisher. Conference papers are currently being passed on to the two organisers who will act as editors. The purposes of the proposed book will be to chronicle some of the experiences so far in both jurisdictions in attempting to implement Education for Citizenship and Diversity. This will include some original research findings, some critiques of current provision and some indicators of implementing best practice.
- The development of a citizenship education website, with specific reference to Initial Teacher Education. Following a successful proposal to the SCoTENS Committee, additional funding has been secured to develop a website for students, staff and other professionals involved in ITE provision. The recruitment procedure is currently underway and it is anticipated that an appointment will be made early in 2005.

- The request for a further citizenship conference. Potential for a further conference is currently being investigated. Extending the conference to a wider audience would necessarily incur greater costs. Some participants at this year's conference have stated that they would be willing to pay some of the costs for a future conference from their own resources. This would have to be considered in any funding application. Equally, responsibility for the organisation and administration would have to be considered within the capacity of existing work commitments.

Gerry Jeffers and Una O'Connor

[SCoTENS grant: £4,000]

Appendix 1

North-South Citizenship Conference Participant List

1. Maria Barry, Trocaire
2. Mildred Brannigan, National Association of Principals and Deputies
3. Aidan Clifford, Curriculum Development Unit
4. Eileen Coleman, CSPE Support
5. Ann Fitzgibbon, Trinity College Dublin
6. Wayne Foord, St Columb's Park House
7. Mary Gannon, Curriculum Development Unit
8. Jim Gleeson, University of Limerick
9. SI Gordon, Department of Education Training Inspectorate
10. Sandra Gowran, Citizenship Education Network
11. Eileen Gray, CSPE Support
12. Conor Harrison, Curriculum Development Unit
13. Annette Honan, National Council for Curriculum and Assessment
14. Gerry Jeffers, NUI Maynooth
15. Clodagh Kelly, University of Ulster, Coleraine
16. Maria Lanao-Madden, Latin American Project
17. Louise Long, St Mary's University College, Belfast
18. Nichola Lynagh, Northern Ireland Council for Integrated Education
19. Roisin Marshall, Northern Ireland Council for Integrated Education
20. Rosie Murray, Trocaire
21. Alan McCully, University of Ulster, Coleraine
22. John McCusker, Belfast Education and Library Board
23. Marianne McGill, Co-operation Ireland
24. Denise McKee, St Joseph's High School, Lurgan
25. Aine McMullan, One World Centre
26. Deirdre McNally, St Mary's High School, Coalisland
27. June Neill, Western Education and Library Board
28. Richard Nugent, Queen's University, Belfast
29. Una O'Connor, University of Ulster, Coleraine
30. Michael O'Leary, Second Level Support Service
31. Bernadine O'Sullivan, Association of Citizenship Teachers
32. Andy Pollak, Centre for Cross Border Studies
33. Ruth Porter, Queen's University Belfast
34. Vivienne Quinn, North-Eastern Education and Library Board
35. Chuck Richardson, Spirit of Enniskillen
36. Ross Roholt, Public Achievement
37. Marie Rooney, Education for Reconciliation Project
38. Brian Ruane, Amnesty International
39. Johnny Sheehan, National Youth Council of Ireland
40. Paul Smyth, Public Achievement
41. Cheryl Stafford, South Eastern Education and Library Board
42. Mairin Wilson, Church of Ireland Teacher Training College, Dublin

Appendix 2



Thursday 30 September - Friday 1 October 2004
Slieve Russell Hotel, Ballyconnell, Co. Cavan

Education for Diversity and Citizenship

This conference emerged from last year's Standing Conference on Teacher Education North and South (SCoTENS), when it was agreed to initiate a co-operative, cross-border forum on Citizenship Education.

The purpose of the conference is to share approaches to diversity and citizenship, with specific reference to:

- Schools and school practice;
- Initial teacher education;
- Continuing professional development;
- Research and evaluation.

The event is an opportunity to share insights from existing practice in both jurisdictions, to identify possibilities for future collaboration and, significantly, to strengthen relationships between those actively engaged in advancing citizenship education.

This is an invitational conference, made possible with support from SCoTENS, Department of Education and Science (DES), Council for the Curriculum, Examinations and Assessment (CCEA) and National Council for Curriculum and Assessment (NCCA).

The programme has been developed to encourage maximum engagement by conference participants. Following this conference, the intention is to make the proceedings available to a wider audience.

Programme Thursday 30th September 2004

2.00 – 3.00 pm	<i>Reception</i>	Check-in and coffee
3.00 – 3.15 pm	<i>Claddagh Suite</i>	Conference opening : <i>Una O'Connor</i>
3.15 – 4.30 pm	Session 1 <i>Claddagh Suite</i>	Facilitator: Una O'Connor Some Challenges for Citizenship Education in the Republic of Ireland. <i>Gerry Jeffers</i> Citizenship Education in Northern Ireland. <i>Alan McCully</i> Discussion
4.30 – 6.00 pm Parallel Sessions 2 and 3	Session 2 <i>Pike Suite</i>	Facilitator: <i>Ann Fitzgibbon</i> Learning from Good Practice in Citizenship Education. <i>Tony Gallagher</i> Challenges to School Leadership arising from Education for Citizenship. <i>Jim Gleeson</i> Discussion
	Session 3 <i>Claddagh Suite</i>	Facilitator : <i>SI Gordon</i> Trócaire's Development Education Programme: A Case Study of NGO Involvement in Citizenship Education in the Republic of Ireland. <i>Maria Barry</i> Citizenship in the Primary School - Laying the Foundations. <i>Norman Richardson</i> Discussion
8.00 pm	<i>Main Restaurant</i>	DINNER

Programme Friday 1st October 2004

7.30 – 9.30 am	Main Restaurant	BREAKFAST
Parallel Sessions 4 and 5	Session 4 Claddagh Suite	Facilitator: <i>Marianne McGill</i> Young People's Participation, Engagement and Empowerment through Citizenship Education. <i>Richard Nugent</i> Active Learning and Citizenship Education in Europe. <i>Marie Clarke</i>
	Session 5 Pike Suite	Discussion Facilitator: <i>Eileen Coleman</i> Citizenship Education in Informal Education. <i>Paul Smyth and Ross Roholt</i> The Implementation and Assessment of Action Projects as a Teaching and Learning Methodology for Citizenship. <i>Mairin Wilson</i> Discussion
11.00 – 11.30 am		TEA/COFFEE
Parallel Sessions 6 and 7	Session 6 Claddagh Suite	Facilitator: <i>John McCusker</i> The Continuing Professional Development of Teachers. <i>June Neill</i> Introducing Human Rights Education in Primary Schools. <i>Brian Ruane</i>
	Session 7 Pike Suite	Discussion Facilitator : <i>Nichola Lynagh</i> Cross-Cutting Challenges to Citizenship (Multi-culturalism). <i>Maria Charo-Landao</i> Frameworks for Inter-culturalism in Schools. <i>Mary Gannon</i>

Programme Friday 1st October 2004 cont'd

1.00– 2.00 pm	Main Restaurant	Discussion
2.00 - 3.30 pm	Session 8	LUNCH
	Claddagh Suite	Facilitator : Sandra Gowran Changing Practices within Citizenship Classrooms. <i>Conor Harrison</i> Practitioners and Controversial Issues in Citizenship. <i>Alan McCully</i>
Parallel Sessions 8 and 9	Session 9	Discussion
	Pike Suite	Facilitator: <i>Aidan Clifford</i> Building Teacher Capacity for Education for Reconciliation. <i>Marie Rooney</i> Citizenship for a Shared Future. <i>Chuck Richardson</i> Discussion
3.30 – 4.15 pm	Session 10 Claddagh Suite	Closing Discussion: <i>Una O'Connor</i>

Appendix 3



North-South Citizenship Education Conference 30 September - 1 October 2004 Slieve Russell Hotel, Ballyconnell, Co. Cavan

SYNOPSIS OF PRESENTATIONS

Some Challenges for Citizenship Education in the Republic of Ireland Gerry Jeffers

Some significant progress has been made in citizenship education within the past decade. However there are also indications that the persistence of certain attitudes within the formal education system continues to marginalize the subject and disconnect it from a broader community-based citizenship education. Questions in relation to time for the subject, the high turnover of teachers, the cross-curricular possibilities and greater co-operation between schools and other agencies within civic society are posed in this presentation.

Learning From Good Practice in Citizenship Education Tony Gallagher

Tony Gallagher outlines some principles he feels should inform the development of citizenship education in the curriculum, based on the evidence available from previous attempts in Northern Ireland to deal with issues related to diversity and reconciliation. His points include care that we do no harm, while recognizing that doing nothing is not necessarily any good; the importance of involving teachers in the process of co-creating curriculum and methodologies; and the need to think more clearly about the language we use to pursue reconciliation. He also argues that we should be concerned at the continuing gulf that exists between teachers and youth trainers, the limited priority this work is ever likely to receive from official systems and the high expectations public opinion invests in the educational contribution. His closing point is that no matter how good the curricula we develop, they are only as good as the way they are delivered - so developing a curriculum, no matter how good, is only half the battle.

Challenges to School Leadership Arising from Education for Citizenship Jim Gleeson

The presentation begins with a consideration of the place of education for citizenship in the context of education policy in the Republic of Ireland with particular reference to the DES Strategy Statement (2003-2005). The implications of alternative models of accountability for education for citizenship are discussed. The significance of the findings of two studies of CSPE for post-primary school leadership is considered in the final part of the presentation.

Trócaire's Development Education Programme: A Case Study of NGO Involvement in Citizenship Education in the Republic of Ireland

Maria Barry

Many non-governmental organisations contribute to citizenship education. This presentation looks at the experience of Trócaire, the Irish Catholic agency for World Development. Trócaire's involvement in citizenship education in the Republic of Ireland has fundamentally been a matter of opportunity and contribution over the past number of years. This presentation sets out the scope citizenship education has afforded Trócaire, particularly within the formal education sector. It then goes on to highlight a number of key contributions Trócaire has made to the discipline, including financial and policy support, resource production, teacher in-servicing, and dynamic and innovative development education programmes for schools.

Citizenship in the Primary School: Laying the Foundations

Norman Richardson

This presentation looks at the role of the primary school in relation to citizenship education. It addresses the following issues :

1. The need to clearly articulate the common strand between personal development and citizenship
2. The role of primary teachers in the pastoral experience
3. The role of institutions in the recruitment of trainee teachers.

The structure of schools and traditional teacher roles do not easily facilitate change. It is important then to examine potential for change and the implications for teacher training.

Young People's Participation, Engagement and Empowerment through Citizenship Education

Richard Nugent

This study was undertaken to establish the extent to which CSPE has integrated within the mainstream curriculum in the Republic of Ireland. It adopted the language of stakeholders, recognizing that principals, teachers and pupils will have different perspectives on the subject's status within the curriculum. The study is primarily concerned with eliciting student perspectives, opinions, and attitudes toward the subject.

The study should appeal to educationalists - teachers, principals and senior level management - as much as policy makers and the general public in that it provides key data surrounding the implementation of CSPE and its receptivity in the case study schools.

Changing Practices within Citizenship Education Classrooms

Conor Harrison

This presentation addresses the following questions:

- 1) In what ways has the structure of the CSPE syllabus challenged practices in the classroom?
- 2) What challenges does the emphasis on active participatory citizenship pose for classroom pedagogy?
- 3) How have Action Projects and the instruments of assessment impacted on classroom practices?

What are the implications of these changes for teacher education from pre-service through in-service to professional development?

Citizenship Education in Informal Education
Paul Smyth and Ross Roholt

Paul Smyth, Director of Public Achievement and Dr Ross VeLure Roholt, PA's Action Research Officer, present their model of 'civic youth work', a model centred on designing active citizenship programmes with young people based on their interests and concerns. They talk about the implications of this model for work in schools and for international models of work with young people in conflicted societies. For more information, please visit www.publicachievement.com.

The Implementation and Assessment of Action Projects as a Teaching and Learning Methodology for Citizenship Education
Mairin Wilson

Active participation is seen as the cornerstone of Civic, Social and Political Education (CSPE) and it is focussed particularly on the Action Project component of the subject. This session explores the Action Project as a teaching/learning tool and attempts to evaluate its impact on the teaching of citizenship education. It presents evidence of the type of work being undertaken by students and submitted in the Action Project reports presented as part of the Junior Certificate examination. It asks what conclusions can be drawn from the evidence available.

The Continuing Professional Development of Teachers
June Neill

This presentation explores a range of issues relating to the professional development of teachers in the area of citizenship education with particular focus on the in-service context. The key issues are :

1. The culture of silence that exists around sensitive citizenship issues in NI society, including schools
2. The limited training in initial teacher training and the implications for continued professional development
3. The implication of school cultures
4. Overload of education priorities
5. Challenges for professional development: it cannot be viewed or planned in isolation – contextual issues need to be considered and addressed.

Introducing Human Rights Education in Primary Schools
Brian Ruane

In this presentation the experience of the Cross Border Primary Human Rights Education Initiative in promoting human rights education in primary education systems on the island of Ireland is outlined and discussed. The initiative, a partnership between Amnesty, Irish National Teachers Organisation (INTO) and Ulster Teachers Union (UTU), aims to involve the key education stakeholders in the development of curriculum support materials and whole school practices which will enable all children to enjoy their right to human rights education. The presentation also explores how a human rights

approach can enrich the curriculum and address many issues of concern to children, teachers and schools.

Cross-Cutting Challenges to Citizenship : Multi-Culturalism

Maria Charo-Landao

Global citizenship offers a deeper understanding about the world. Increasingly there has been a move from multi-culturalism towards inter-culturalism. Citizenship has to be core to a way of learning and a way of living. The challenges are apparent with the presence of power relations alongside the empowerment of individuals and society through the teaching of citizenship and personal development. Implementation is the responsibility of teachers, pupils, parents and wider society, each of whom must learn from the other.

Frameworks for Inter-culturalism in Schools

Mary Gannon

Do we see cultural diversity as primarily opportunity or challenge? Does human rights provide the best framework for educational responses to cultural diversity? What contribution can equality, cultural respect and democratic citizenship make? Drawing on the findings of the City of Dublin VEC Curriculum Development Unit's Inter-culturalism project, as well as personal research, this presentation explores these questions in relation to the developing responses to cultural diversity within Irish schools.

Practitioners and Controversial Issues in Citizenship

Alan McCully

This presentation focused on controversial issues in citizenship with a particular focus on initial teacher and in-service training. The main issues are:

1. The importance of confidence-building within the training process
2. The relevance of appropriate teaching methodologies
3. The aptitude, capacity and commitment of teachers to engage in controversial issues
4. Institutional selection processes for primary and post-primary courses.

Active Learning and Citizenship Education in Europe

Marie Clarke

Drawing on the work of the *Children's Identity and Citizenship in Europe project*, this presentation focuses on two key questions: How should we define active learning in a lifelong learning context during different stages of education? What approaches to teaching and learning encompass a holistic approach to citizenship education?

Building Teacher Capacity for Education for Reconciliation

Marie Rooney

How can the Education for Reconciliation Project support the peacebuilding process? What skills/knowledge/attitudes should EfR seek to develop? How can the challenges of 'mainstreaming' EfR in schools be approached? One of the main aims of the Education for Reconciliation Project is to 'promote the reconciliation process through engaging teachers in a programme of personal and professional development.' This presentation examines the project's model of teacher

development, and the challenges encountered in seeking to extend EfR to schools and to other teachers beyond those participating in the project's training.

Citizenship for a Shared Future
Chuck Richardson

This presentation is a showcase of the work of the Spirit of Enniskillen Trust. The Trust began as a living memorial to the 1987 Enniskillen bombing tragedy. It was inspired by the dignity of response and the wish for increased understanding between young people of all social, cultural and religious traditions.

Citizenship for a Shared Future, an informal education programme for 16-19 year olds from all backgrounds and traditions in NI, each year develops the leadership potential of 60 young people to open up effective discussion on the contentious issues facing their own and other societies. The programme is accredited through the NI Open College Network. A follow-up project, *Future Voices*, supports participants to take their experiences and new-found skills into schools and youth organisations. In 2003/4 this voluntary group, working both locally and internationally, gave presentations to nearly 5000 young people and supported the development of over 1300 others in training workshops.

Building Research Capacity North and South

A joint conference convened by the Educational Studies Association of Ireland (ESAI) and British Education Research Association (BERA), and supported by SCoTENS

Dublin, 18-19 February 2005

Education research is serious business these days, being tied in as it is to the educational and economic life of the community it serves. Increasingly education research activity is commissioned as part of larger strategic national and European plans, supporting policy, reviewing progress and evaluating outcomes. As funding becomes more instrumentalised, the research activity itself becomes part of competitive commercial and political processes. Grant funds are awarded by competitive bid, and researchers are rated on performance and operational criteria often set by agents outside the field of education itself. In the European context a view is forming around attempts to define 'good' research which has implications for research projects which may not meet the criteria of the 'good'.

The Educational Studies Association of Ireland (ESAI) and the British Education Research Association (BERA) are organising a SCoTENS supported joint conference on research on the island of Ireland. The aim of the conference is to provide a platform for discussion and analysis of current research issues and trends in Irish, UK and European research. The conference will be addressed by two keynote speakers: Dr Tom Schuller, Head of the Centre for Educational Research and Innovation, Directorate of Education, OECD, and Prof Gareth Rees, Director, ESRC-TLRP Research Capacity Building Network, Cardiff University School of Social Sciences. There will be time for group discussion, open fora and plenary sessions. The organisers hope that this conference will lay the foundations of future collaborative developments in the field of education research between ESAI, BERA, SCoTENS and the education communities of Ireland, North and South.

The conference takes place on 18-19 February 2005 at All Hallows College, Drumcondra, Dublin.

Further details can be found on the ESAI website at <http://www.esai.ie/ThemeConference.htm> and also at www.bera.ac.uk

Denis Bates and John Gardner

N.B. A full report of this conference will be carried in the 2005 Annual Report.

Research Reports

funded or co-funded by SCOTENS



An Evaluation of a Teaching Package for Children with PMLD

Final Report

Background

This project was built on research conducted by the Special Education Department in St Patrick's College Drumcondra which focused on the practicalities of teaching contingency-awareness to children with Profound and Multiple Learning Disabilities (PMLD) within a classroom environment. A teaching package was developed which uses specially written software based on psychological principles for teaching contingency-awareness to children with PMLD (The Declan Suite: Thorpe, 2002). The software carries out data recording and cues the teacher to prompt at appropriate intervals, leaving the teacher free to concentrate on what s/he is doing with the child.

Initial trials of this teaching package in one Dublin School had encouragingly positive results despite some problems with classroom implementation (finding a quiet time to work with the pupil; distractions from activities in the classroom or other nearby rooms; identifying a suitable switch and reinforcer; other pupils being given the reinforcer, and the difficulty of running sessions on a daily basis.) Additionally, it appeared that in order to use the package effectively the teacher needed to have ready access to support if problems occurred – such support was available within the pilot school. In December 2002 funding was successfully sought from the In-career Development Unit (ICDU) of the Department of Education and Science (DES) to develop this package further and disseminate it to schools.

A group of teachers in the South were introduced to the package through a two-day in-service course in May 2003, and some of these teachers agreed to take part in an evaluation of the materials in their classrooms.

Additional funding was successfully sought from the Standing Conference on Teacher Education, North and South (SCoTENS) for a joint project with Stranmillis University College in Belfast, which, when combined with the funding already available from the ICDU, would enable the package to be introduced to teachers in the North and an evaluation to be carried out which would specifically address the issues identified in the trial school.

The overall aims and objectives of the project were as follows:

Aims

To investigate how teachers of pupils with profound and multiple learning difficulties (PMLD) can be supported in the practical implementation of a new teaching package for everyday classroom use.

To generalise the lessons learned for the implementation of research based techniques for this group of children and other children with Special Educational Needs (SEN), if appropriate.

Objectives

- 1) To carry out refinements to the teaching package in line with the suggestions made by the staff in the trial school, and teachers who took part in an in-service Course in the South;
- 2) To introduce the package to staff from Northern Schools and run a short course for teachers expressing an interest in its use;
- 3) To support teachers from both the North and the South in implementing the teaching technique with appropriate children in their classes;
- 4) To evaluate the usefulness of the package and the success of the support provided in enabling teachers to use the techniques practically, effectively and independently.

Objective 1 was to be funded by the grant from ICDU, objectives 2 and 4 by the grant from SCoTENS, and Objective 3 jointly by the two grants.

Results

1. Refinements to the teaching package

The Declan suite consisted initially of three linked programmes:

- a) The Set-up programme which enables the teacher to specify a number of variables: length of sessions, length of reward, intervals between prompts, type of cues to teacher in order to customise teaching for individual children.
- b) The Switch programme, which enables the teacher to run sessions for individual children, and saves each session in a dedicated directory. This programme includes a facility for the teacher to add a comment on each session.
- c) The Stats programme which enables previous sessions to be reviewed.

Informal discussions took place with the teachers from the South who had used the package or had seen it demonstrated about possible modifications. In the light of these discussions, and discussions between the researchers at St Patrick's College, a number of refinements have been made to the software and associated documentation making it easier for teachers to use:

- The Setup programme was modified to enable teachers to enter times in minutes and seconds rather than milliseconds, and also to enable the teacher to specify items such as the switch being used, thus minimising the time taken to run individual sessions.
- A prototype data analysis programme has been added, which enables teachers or researchers to summarise groups of sessions in graphical form and to see at a glance whether the pupil has reached the crucial stage of contingency-awareness. This programme also enables the comments from the comment box to be extracted into a text document, a facility teachers felt would be particularly useful.
- The suite's storage mechanisms were modified to support large numbers of series and sessions. A data validation programme has been added to enable the checking of the entire database for integrity and consistency.

Overall Evaluation of the Package

It was agreed that the overall evaluation would take a case study approach in four schools and include feedback on the in-service course, interviews with the participating teachers, observations of them using the package and analysis of data collected by the programme, including comments recorded in the comment box, which teachers were encouraged to use to record their thoughts on individual sessions.

Unfortunately the evaluation proved problematic for a number of reasons. In retrospect there was insufficient clarity about its scope, with the St Patrick's team assuming it would include teachers from both the South and the North, and the Stranmillis team assuming that only the teachers in the North would be involved.

This was exacerbated by particular technical difficulties experienced in the North, as a result of the introduction of the Declan materials coinciding with the roll-out of C2K to Special Schools, which meant that the only data available from the teachers in the North was in the form of interviews with the research assistant. The Stranmillis team did not feel it was appropriate for them to alter their design to include interviews teachers from the South when the technical difficulties in the North became apparent.

Although limited to interviews with the teachers in the North, the evaluation has nonetheless has proved useful in identifying the type and amount of support required to enable teachers to use the Declan Suite effectively. Comparison of the findings with data available from the teachers in the South has provided very worthwhile insights into the conditions necessary to ensure the successful introduction of research-based teaching techniques into classrooms for pupils with PMLD.

The in-service course in the North

A one-day in-service course was run in Stranmillis University College in Belfast in February 2004 by Jean Ware, Peter Thorpe and Marlette Koller. This course was a shortened and modified version of that previously run in the South, with the main modification being the inclusion of a question and answer session with a teacher who was already using the materials in her own classroom. Invitation letters were sent by Stranmillis to all schools in the North catering for pupils with severe and profound learning difficulties, and follow-up phone calls were also made. The course was attended by five teachers and the research assistant. A brief explanation of the underlying psychology was given, but due to the shortness of the day the course concentrated on explaining and allowing the participants to try out the materials using the computers provided. The course team were concerned that, due to the shortage of time, some areas might not have been covered in sufficient depth to enable the teachers to operate independently.

Evaluation of this course formed part of the wider evaluation conducted by Colette Gray and her team. The results of this part of the evaluation show that the course was in general well-received by the participants who all felt they had benefited from the day. Indeed the majority were very positive about the course, describing it as a 'very positive experience', 'excellent', 'very informative' and 'very practical'. Two said they were particularly impressed with the psychology as

it gave them information of which they had previously been unaware. Following the training, all five teachers said they believed that the Declan programme had benefits for pupils with PMLD.

Three of the five teachers felt that they would be able to use the programme in their own settings, while two had some reservations and felt they would need ongoing support. Two of the teachers proceeded to set up the equipment in their own settings and said they found the handouts provided a great help in doing so. The remaining three rated the handouts as helpful, but felt that they would need further support to set up the equipment.

Three teachers had a good understanding of the data collection and analysis facilitated by the software suite and saw it as a way of recording pupil progress. One teacher was particularly enthusiastic. The remaining two teachers were unsure about the use of this aspect of the software.

The teachers also commented that they found the inclusion of video and the opportunity to meet with a teacher who had already used the materials very helpful.

This part of the evaluation was especially useful, identifying areas where the training might be modified to ensure fuller understanding by all participants in the future.

Outcomes

In the light of this information, it is intended that any future courses would:

- include the opportunity to meet with a teacher or teachers already using the materials;
- be delivered in two parts, with the first part familiarising the participants with the psychology and the setting up of the equipment, and the second part using data the participants have collected themselves to demonstrate how the data recording and analysis aspects of the programme can be utilised in order to assist the teacher in evaluating children's progress and making teaching decisions.

St Patrick's College Research Fund has also provided a small amount of additional funding to enable a further seminar to be run for the teachers from both North and South on using the data collection and analysis facilities.

Four of the teachers attending the Stranmillis course said they wished to participate in the research. Two took the relevant equipment with them from the course; the other two were subsequently sent the equipment. The remaining teacher did not have any pupils with PMLD in her class, but felt that the school might use the materials in the future. These four teachers were asked to select children to work with, to install the software and check that the equipment was working before Easter 2004, so that work with the children and the evaluation could begin immediately after Easter.

Classroom implementation and support for teachers

A total of eight teachers were recruited to the evaluation: four in the South and four in the North. One teacher from the South started work with the materials in

November 2003; one later withdrew as she did not have any suitable children in her class, and the remaining two were sent materials at the same time as the teachers in the North (i.e. early March 2004). In the North one teacher withdrew because of long-term sickness, and one because of an impending school inspection. Both of the teachers in the North who remained in the research project were interviewed by the Stranmillis team about their experiences of setting up and using the Declan materials, but due to the technical difficulties reported it was not possible for the evaluation to include observations of the materials in use.

Budgetary constraints meant that technical support could be provided only by telephone and e-mail to the teachers in the North and the two teachers in the South who were distant from Dublin. The two remaining teachers in the South, whose schools were close to St Patrick's College, were able to receive occasional support visits from Jean Ware if required.

Technical Issues

By Easter 2004 three teachers (in addition to the teacher in the original pilot school) had the software installed (one in the North and two in the South). In the South a support visit was made to one teacher to install the software and another teacher installed the software successfully with very little support (one e-mail and one brief phonecall). One of these teachers worked with two pupils for the remainder of the school year and e-mailed data regularly to the researchers, and apart from occasional friendly responses to these mails, successfully used the materials independently. In the North, support was provided by phone and e-mail. Two teachers (one South and one North) experienced prolonged problems in installing the software. In the South two lengthy support visits (from Jean Ware), with additional telephone support from Peter Thorpe, were needed to eventually resolve these problems.

In the North the situation was complicated by the fact that computers in schools are centrally managed, and the situation had not been resolved by the end of June 2004. However, Peter Thorpe and C2K personnel were eventually able to resolve the problems during July, and it is anticipated that when schools receive the next C2K upgrade early in the new school year the Declan Suite will run on C2K computers in the North without difficulty.

Both the interviewed teachers reported that technical support in response to e-mail queries was provided quickly, with one describing it as fast and the second as fairly fast. The teacher who was successful in setting-up the software and has been able to use it successfully in teaching her pupils, indicated she was satisfied with the programme and with the on-going technical support offered. She has kept a file of responses to help her solve other problems herself. The teacher who had not successfully installed the software by the end of the summer term was much less enthusiastic, and would not recommend the programme to anyone else until the technical difficulties had been resolved.

Two teachers in the South were able to use the materials independently of the researchers, and one of these ran daily sessions with two pupils in her class from November 2003-June 2004. The other teacher installed the materials for a colleague who then became sick for a considerable period, meaning that only a few sessions were run at irregular intervals.

Programme effectiveness and practical implementation issues

The two teachers who did manage to run regular sessions with their pupils were convinced of the effectiveness of the programme.

When interviewed, the teacher in the North reported that in her opinion both pupils with whom she has worked have benefited from the equipment. One pupil now displays controlled movement and is able to push objects off a tray. The other pupil has been able to transfer the experience to another switch-operated machine and is able to communicate likes and dislikes. Unfortunately this teacher did not send any data recorded by the programme for analysis as she was unable to retrieve the saved data from her computer, and so it is not possible to say if her positive impression is reflected in the quantitative data.

The teacher in the South supplied quantitative data recorded by the programme by e-mail on a regular basis. Analysis of this data showed that one of the two pupils she worked with one had acquired contingency-awareness and the second was on the cusp of doing so by June 2004. She also requested graphs from the data analysis programme to share with parents and other staff at the annual review. She reported that parents of both the pupils were really pleased with their progress and hospital staff felt that these reviews were the first positive ones in many years.

Time to familiarise themselves with the programme and run sessions emerged as an issue for all the teachers in the North. They appreciated that sessions needed to be run daily and therefore included in the timetable. Training classroom assistants to use the equipment was an option favoured by three teachers to alleviate this problem. Analysis of the data available from teachers in the South shows that in all classes assistants were sometimes running the sessions. However they did not see time to run sessions as an issue. Detailed analysis from the pilot class showed that sessions were actually run on approximately half the available school days (Mehigan, 2004); in contrast sessions were run on the great majority of school days by the second teacher in the South. This difference may reflect the more controlled and centralised curriculum in the North, giving a comparatively greater degree of flexibility to teachers in the South, as suggested elsewhere (SCoTENS, 2003).

A further issue which emerged from teachers in the North, but not in the South, was confidence in selecting pupils to use the programme, in positioning switches and in the general use of the materials. The evaluation provided by Stranmillis concludes that while the teachers in the North believe that the Declan materials could make a positive contribution to their pupils' education, technical difficulties and proximity are both issues in the smooth implementation of the programme and further support is needed for the teachers to feel confident that they are using the materials effectively and with appropriate pupils. The evaluation further concludes that this support should take the form of visits to the teachers in their schools. However while two teachers in the South were provided with support visits, in the case of the teacher who used the materials most successfully these visits were brief, and were concerned mainly with setting up the equipment.

Comparison with the experience of the teachers in the South suggests that while proximity is an issue (in the event of problems arising, the teachers in the South

are close enough to visit St Patrick's College or receive a visit in school), other factors may also be at work.

Teachers in the South had participated in a two-day training course, as opposed to the one-day course taken by teachers in the North. Furthermore all teachers in the South had completed a seven-day induction course for working with pupils with Severe and Profound General Learning Disabilities prior to taking the training course, and consequently the psychological underpinnings of the project were not entirely new to them. Through these courses they have become familiar with the staff of St Patrick's Special Education Department, and may therefore find it easier to ask for assistance.

Additionally, the schools involved in the South were part of organisations providing a range of services, and so teachers were able to access occupational therapists or physiotherapists to reassure them with regard to the positioning of switches etc.

Summary and Conclusions

The teaching package has been successfully modified to make it both more user friendly and more robust.

A one-day training course was provided for five teachers in the North to introduce them to the Declan materials. The evaluation showed that this course was highly regarded by participants, but would be likely to be even more effective if divided into two parts: the first dealing with the underlying psychological principles and the second with use of the data generated by the programme.

Unanticipated technical problems with using the materials in the North impeded the evaluation. Despite this, some very useful insights were gained for the further development of the materials and their effective use in classrooms.

Teachers who successfully installed the software reported that using the materials had a positive impact on their pupils, and this was supported by quantitative data collected by the programme.

The time commitment involved was a particular problem for the teachers in the North, and this may reflect the more centralised nature of the curriculum.

Assistants as well as teachers need to be trained in using the materials in order to facilitate the regular running of sessions. This might be achieved either through including them in the training course or by providing teachers with materials explicitly for training their assistants.

Teachers in the North feel that they need more support in using the materials. The evaluation shows that they did not feel confident in using the materials independently of the researchers. Although the technical difficulties probably exacerbated this problem, the teachers in the North also felt they needed the support of someone with expertise in the area of PMLD. The evaluation recommends in-school support from the researchers, but more realistic alternatives might be a more extensive training course or regular meetings of teachers involved (for example a user-group meeting).

In the North it is perhaps possible that technical support could be provided by the C2K team, but the underlying issue appears to be in part about the need for teachers to have the professional knowledge and skills to feel confident in operating in this complex area. This could perhaps best be provided through specific training for teachers working with pupils with PMLD.

Other outcomes

- Two papers were presented at IASSID in Montpellier in June 2004 by the research team from St Patrick's College detailing results of work with the programme in two of the schools in the South. (Thorpe & Ware, 2004; Mehigan & Ware, 2004)
- A joint paper has been submitted to the ISEC conference being held in Glasgow in 2005 to report the results of the work funded by SCoTENS (Ware, Thorpe, Gray & Behan, 2004)
- Work has continued on the technical problems experienced in the North, and it is anticipated that these will be fully resolved with the issue of the next C2K upgrade early in the 2004-2005 school year.

In order to meet the ethical obligations to the teachers, children and their parents which the team feel are an important aspect of a project such as this, the teachers currently working with children using the Declan Suite materials were contacted by letter at the end of the school year to reassure them that support for them will continue in the 2004-2005 school year although the project has formally come to an end. They would be contacted again at the beginning of the new school year to explain what support would be available and to invite them to a seminar funded by St Patrick's College Research fund.

Dr Jean Ware
Director of Special Education
St Patrick's College
August 2004

[SCoTENS grant: £4,000]

References

Mehigan, P. (2004) Teaching contingency Awareness in the Classroom to Pupils with Very Profound General Learning Difficulties. Unpublished M.Ed Thesis: St Patrick's College, Drumcondra, Dublin

Mehigan, P. and Ware, J. (2004) Teaching contingency awareness in the Classroom. Paper presented at the 12th IASSID World Congress 14th-19th June 2004 Montpellier, France

SCoTENS (2003) Annual Report 2003 Centre for Cross Border Studies, Armagh

Thorpe, P. (2002-2004) The Declan Suite. Details obtainable from Peter Thorpe, Software Engineer, Gulmay Ltd, St Ann's Road Chertsey, Surrey, KT16 9EH

Ware, J. and Thorpe P.(2004) Developing a Psychologically-based Method for Teaching Contingency-awareness. Paper presented at the 12th IASSID World Congress, 14th-19th June 2004, Montpellier, France

Together towards inclusion: a toolkit for trainers

'Together Towards Inclusion' is a North/South project organised by Integrate Ireland Language and Training (IILT) (a campus company of Trinity College Dublin) and the Southern Education and Library Board in Armagh. The aim of the project is to develop a toolkit to provide support for teachers in addressing the language and learning needs of non-English speaking children in primary schools. The project will run initially for the school year 2004-5.

Method

Principals meeting

A consultative group of eight school principals with a particular interest in this issue were invited to meet in Integrate Ireland Language and Training on 16th November 2004. All principals represented primary schools where the arrival of children whose first language is not English

1. has had an impact on the school as a whole;
2. raises a number of questions about policy and sustainability;
3. raises questions about the effective inclusion of such pupils into the school and their full engagement with the curriculum.

This initial meeting began with an exchange of experience and descriptions of the similarities and differences between the two educational systems, North and South, in relation to non-English speaking pupils. It was agreed that the establishment of a strong and contributing network of principals, and the contribution of the teachers who support non-English speaking pupils in their schools, either in language support posts (South) or as peripatetic support teachers (North), is a key element in the crucial work of the project.

The needs of classroom teachers were highlighted and it was proposed that joint in-service (N/S) would be a logical conclusion of this work. The outcome of the project could also contribute effectively to pre-service training. 'Best practice' will be identified to ensure the least disruption to classes and the greatest benefit for all pupils. The importance of acknowledging the children's own 'roots', language and culture was highlighted, as well as the need for a clear pastoral element in the school. It was agreed by all that as educators we must use all possible means to create an environment in which children join in the community and have enough language to do so, thereby avoiding the serious dangers of marginalisation and exclusion.

It was agreed that a draft opening statement about the situation, problems, infrastructure etc. would be put together and circulated to the principals by e-mail in advance of the next meeting which is due to take place in February 2005. A discussion of this document will be the main item on the agenda.

The meeting was attended by:

David Little TCD and IILT, Dublin
Barbara Lazenby Simpson TCD and IILT, Dublin
Mary Yarr SELB, Armagh
Ian Moore Dungannon, Co Tyrone

Neil Downing Dungannon, Co Tyrone
Tony Devlin Cookstown, Co Tyrone
Mary Hampsey Dungannon, Co Tyrone
Ignatious Byrne Castleknock, Co Dublin
Deirdre Kirwan Blanchardstown, Co Dublin
Apologies:
Shay Nolan Kildare Town
Noeleen Conboy Palmerstown, Co Dublin

Teachers meeting

A second meeting was held on 29 November 2004 in Integrate Ireland Language and Training, of teachers who are working with non-English speaking children in the schools represented by the principals. Following an exchange of experiences, the group discussed the issue under the following headings: the community of the school and home/school relationships, the mainstream classroom, and language support.

A range of recommendations was made under the different headings, which included involving newcomer parents on school boards, and supporting these parents in becoming involved with the school and communicating with other parents.

In relation to the mainstream classroom, factors such as visual materials, verbal prompts, working with key vocabulary, and using graphics and charts were identified as essential tools. All present agreed to provide copies of, or information about, materials, approaches, structures etc. which they have found to be particularly useful or effective.

The teachers agreed to provide all materials to the principals in advance of their next meeting and it was agreed that the working group of teachers would meet again in the latter part of the Easter term.

The meeting was attended by:

Barbara Lazenby Simpson TCD and IILT, Dublin
Mary Yarr SELB, Armagh
Cath Crute Dungannon, Co Tyrone
Tiago Lima Cookstown, Co Tyrone
Bernie Dunne Blanchardstown, Co Dublin
Margaret Byrne Castleknock, Co Dublin
Niamh McConamy Castleknock, Co Dublin
Ciara Hegarty Dungannon, Co Tyrone
Eleanor Pierce Armagh
Tina Lee Kildare Town

Apologies:
David Little TCD and IILT, Dublin
Evelyn Doherty Palmerstown, Co Dublin

Future outcomes

A 'seed' document will emerge from this project which may be used to inform the relevant authorities of good policy and practice. In addition to an overarching framework and recommendations, a basic toolkit for the classroom will be created. The teachers working in the project will inform, test and ensure the applicability of the toolkit.

David Little (TCD and IILT)

Barbara Lazenby Simpson (TCD and IILT)

Mary Yarr (SELB)

[SCoTENS grant: £5,000]

All-Ireland Survey of BEd Primary Teaching Students: Experiences of and attitudes towards Science, History and Geography

The members of the Irish Association for Social, Scientific and Environmental Education (IASSEE) have embarked on a substantial longitudinal study of BEd student teachers' pedagogical development in relation to the subjects of science, history and geography. The research aims to track students through their degrees, mapping their progress and assessing the influence of teacher education experiences on their existing conceptual base. The research is planned in three phases:

- The first phase of the research uses an entry questionnaire to survey all first year BEd students in teacher education colleges, North and South, to establish students' existing qualifications, school experiences and attitudes towards the three subject areas and their initial conceptions about good teaching.
- In the second phase, a representative sample of students will be interviewed to determine the impact of their experiences in college and teaching practice on their conceptual and attitudinal base.
- The third phase will consist of an exit questionnaire to explore the dynamic between students' pre-existing ideas and attitudes and college- based experiences in informing newly qualified teachers.

The dominant themes of the research will involve comparison between the three subjects, and between students in the North and South, and will include considerations of gender and previous qualifications.

While a steering group has been appointed to manage the project, this research has been planned and executed through a process of collaboration which involved all members of IASSEE. After a rigorous piloting process, the entry questionnaire was distributed to over 1,200 first year BEd students in all colleges of education in both jurisdictions. A research officer, Susan Pike, was appointed to analyse the data arising from the questionnaires, and it is intended to publish the initial findings from this longitudinal study in the coming year. A preliminary analysis of the research presented to IASSEE by Susan Pike indicated a number of interesting points of comparison between students' experiences north and south. These will help to inform future research and practice in the teaching of history, geography and science pedagogy in initial teacher education on this island.

Fionnuala Waldron

[SCoTENS grant: £5,000]

Universities and the Continuing Professional Development of Teachers: Policy and Practice in Ireland

Introduction

This project aims to facilitate a shared review in Ireland, North and South, of university involvement in teacher continuing professional development (CPD). The project will assist universities to review their policies in the light of changing teacher needs, demands for improved professional competence and the requirement to plan for progression in professional learning throughout the career span.

The project team has begun by reviewing changes that will impact upon CPD in both jurisdictions. This review is encompassing current changes in teacher education, plans for reform of the school curriculum and other education policies, and practices that will impact upon the training of serving teachers. The establishment of Teaching Councils in Ireland, North and South, promises a renewed emphasis upon the empowerment and enfranchisement of teachers with a clearer acknowledgement of CPD as a teacher's right and personal responsibility. Decisions about the overall budget for CPD, its management and use by teachers, are required or pending. A growing expression of the teacher's voice in professional learning is anticipated. Policies about teacher sabbaticals, exchanges and study leave are likely. Differential teacher status and recognition through levels of admission to professional bodies are possible.

Universities will need to come to a consensus as they are increasingly consulted upon these issues or are required to contribute and adapt. Pedagogy and assessment in teacher continuing education may need to change. Teacher practical theories about their own teaching and learning are increasingly being encouraged within professional communities and the 'grand narratives' of education theory no longer prescribe the course of teacher education. Conflicting views about teacher professionalism on the part of employers and teaching professionals may need to be articulated and resolved. Growing teacher preoccupation with mandatory professional development activities, the advance of on-line learning and e-portfolios, pressures upon schools to support, manage, evaluate and verify reflective practice, and increasing teacher demands for its accreditation will continue to challenge existing university provision. These issues are informing the team's plans for a survey of CPD providers and a conference of university representatives in the spring of 2005.

Northern Ireland Context

Since 1995 schools, education authorities and universities in Northern Ireland have been charged (DENI, 1995) to integrate the initial, induction and early professional development phases of teacher education, achieve a closer working partnership, and locate professional growth within a single developmental framework of competences as the basis for self-appraisal and course planning. The competences have been the framework for teacher courses and career-entry profiles since 1995, including the Programme for Early Professional Development

(EPD) established in 1998 (NITEC, 1998). All funding for CPD is held by five education and library boards. As participants in the NI Teacher Education Partnership, the universities have been called upon to accredit mandatory professional development activity in schools with little or no university participation. The cost of accreditation and of university CPD is borne by teachers themselves.

A second review and reform of teacher education is ongoing under the direction of General Teaching Council for Northern Ireland (GTCNI). The outgoing Northern Ireland Teacher Education Committee made a series of recommendations to GTCNI (NITEC 2002). Training needs were to be informed by school inspection and the formal process of performance review and staff development. An improved partnership body was recommended to oversee CPD, agree arrangements for accreditation, and approve arrangements for study leave, sabbaticals and attendance at a flexible range of courses to be provided by universities and boards without cost to teachers. Three levels of teacher registration were recommended: Advanced Skills Teacher, Teacher Leader and Senior Teacher. The new proposals for change are expected in early 2005. The core issues are: partnerships, career milestones, accreditation, funding arrangements, effective and flexible provision and the sustainability of schools as trainers of teachers at all levels.

Republic of Ireland Context

The range of CPD providers, the nature of courses offered and participation by teachers have been expanding over the last decade in particular. Despite these changes, a recent research study (Sugrue et al, 2001; Sugrue, 2002), involving a large-scale survey of primary and post-primary teachers, suggests that while teachers were generally pleased with the quality of their CPD experiences, much CPD is fragmented and lacks coherence. Prior to this empirical study, there had been recognition in some policy documents (e.g. 1995 White Paper on Education), that CPD opportunities were fragmented and relied on teacher volunteerism.

The fast-changing social and economic contexts of the RoI during the late 1990s were also evident in the education sector with the introduction of a revised Primary School Curriculum (1999) and numerous syllabi at post primary, as well as numerous other initiatives and pilot projects. The proliferation of change-efforts led one educational commentator to comment that many teachers were suffering from 'change fatigue' (John Walshe, *Irish Independent*, June 12, 2004). In this context, it is important to describe and debate the scope and vision of CPD provided by universities in terms of its capacity to support teacher renewal. The core issues are: the expansion of CPD provision, CPD across the teaching life-cycle, the development of partnerships for the provision of CPD, and coherence in CPD provision.

Project plans

The project team will undertake a review of CPD provision by universities North and South, situating current practices within the literature on quality continuing professional development. To date, the project team has devised a survey instrument and planned conference workshops that will seek to identify the range of courses, target groups, purposes, partnerships, methods of delivery and funding arrangements currently featuring across the universities on the island of

Ireland. Institutional policies, plans and changing development priorities will be reviewed and patterns of change will be identified. The survey instrument is being distributed to university representatives in mid-February 2005. A conference to share and review the survey results in the context of wider debates on CPD will be held after Easter 2005. The final report of the survey findings and conference proceedings will then be submitted to SCoTENS by December 2005.

Department of Education for Northern Ireland (DENI) (1995) *Initial Teacher Education Guidance for the 1995/96 Development Year*. Bangor.

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Northern Ireland Teacher Education Committee and Committee for Early Professional Development (NITEC & CEPD) (2002) *Proposals for the Continuing Professional Development of Teachers in Northern Ireland*. Bangor.

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Sugrue, C., Morgan, M., Devine, D. & Raftery, D. (2001) *The Quality of Irish Teachers' Professional Learning: a critical analysis*, a report commissioned by the Department of Education and Science, Dublin.

Hugh Kearns

[SCoTENS grant: £4,550]

SCoTENS School Leadership Publication Project

The members of the project team met as an editorial group at the SCoTENS Conference in Armagh City on 11 – 12 November 2004. Dr. Ruth Leitch, Head, of Graduate School of Education, QUB, agreed to join the team.

It was agreed that:

- Jim Gleeson would send the Book Proposal to the Institute of Public Administration in advance of their 10 December meeting.
- Gerry Jeffers and Jim Gleeson would identify RoI contributors; Tom Hesketh and Ruth Leitch to take responsibility for NI contributors.
- We should include both ‘talking heads’ pieces based on a common template (practitioners telling stories) and some more focussed pieces e.g. leadership for school development, distributive leadership, leadership for curriculum development, and for the promotion of equity and ICT for teaching and learning.
- This project began from the idea of having appropriate grounded material to use in the context of taught programmes in school leadership. We would plan to broaden this to the wider context of ‘contributing to the continuing professional development of established and aspiring school leaders’.
- Gender and SES context of school were both identified by the editorial working group as important criteria for the selection of interviewees – we had intended to include both anyhow
- Interview, based on an agreed set of broad questions, is the preferred methodology.
- There will have to be a word limit of 4,000 words per chapter.
- The SCoTENS group would be used as a ‘sounding board’ and Blackboard would be used as a means of keeping communications open between the four editors. Tom Hesketh undertook to establish this platform.

The following issues require further discussion and clarification:

1. What balance between exemplar schools (suggesting that only current principals/heads will be included) and exemplar *principals/heads*.
2. The original proposal stated that ‘contributions will be invited to recount in a readable, reflective way on their experiences of school leadership’. What items should be included in a common template for ‘talking heads’? How many of the original list should be kept? What needs to be added? Among the topics that might be considered are:

- Professional biography prior to becoming a school principal
 - Reasons for seeking the job
 - Perspectives on the differences between managing and leading
 - Core educational beliefs and values
 - Understandings around young people, teaching and learning
 - Style of working – collaboration, decision-making etc.
 - Motivating and encouraging teachers, including dealing with difficulties
 - Relationships with other stakeholders – parents, community interests
 - School structures and strategies: ability related arrangements, plant management, timetabling, posts of responsibility etc.
 - Financial and resources management.
 - Some critical incidents that illustrate defining features of school leadership.
3. Format: Should we present the chapters in interview format or write up the piece as an edited, first person singular account over which the contributor has some control?
 4. Title If the focus is on head teachers/principals, is school leadership too broad a title? 'Head teacher' does not resonate in Rol. We might agree to use 'school leaders' throughout but allow contributors use whatever relevant terms they use in everyday discourse.
 5. Allocation of the introductory and concluding chapters? Suggestion of two pairs each with a NI/Rol involvement.

Update since Armagh meeting

The book proposal was submitted to the Institute of Public Administration on 3 December following further electronic consultation with all members of the team.

Jim Gleeson followed this up in January to be told that the IPA Publishing Committee did not get to discuss the proposal at their December meeting and that the next meeting of that committee is in April 2005. The proposal has now been submitted to Gill and Macmillan and a relatively quick response is expected.

Once a contract has been signed the team will meet to agree on the outstanding matters noted above and on the list of contributors.

Jim Gleeson

[SCoTENS grant: £5,000]

North/South Student Teacher Exchange Research Group

This group emerged from the EU-funded and Centre for Cross Border Studies - managed North/South Student Teacher Exchange Project, which brings together students from seven colleges of education in Belfast, Dublin and Limerick to study and do teaching practice in the other jurisdiction. The research group, made up of the Directors of Teaching Practice from the participating colleges, has been meeting regularly in 2003 and 2004, and has drawn up a list of areas of interest which the group would wish to pursue further.

The first of these is *'Exploring Students Voices'*. We wish to survey the students' views on aspects of their experience of the exchange. While this is not a major piece of work, it will illuminate student views and will supplement the research we have already done with a more systematic and rigorous collection of data. A schedule has been drawn up and will be circulated to students prior to the 2005 exchange.

The main area of interest for the next period is *'Criteria for the Assessment of Practical Teaching in Initial Teacher Education'*.

This is an on-going area of difficulty in arriving at satisfactory criteria and applying them consistently across our respective colleges. It is particularly significant in an era of teacher over-supply when whether teachers get initial posts depends on their final grade. We intend to begin by

- rigorously examining the current practices in all our colleges
- carrying out a literature search for best practice elsewhere, and
- aiming eventually to have more satisfactory models which we can implement in our own institutions.

We also aspire to present and publish our findings.

Sandra McWilliams
Stranmillis University College

[SCoTENS Grant £1,100]

Development of a Website to Support Citizenship Education

A start-up grant of £5,000 has been approved by the SCoTENS committee for the development of a North-South website in citizenship education, linked to the existing SCoTENS website. The website is intended to support Initial Teacher Education (ITE) in both jurisdictions, and will have particular reference to the development of an accessible on-line facility for trainee teachers and teacher educators.

The different educational contexts in which citizenship is currently delivered in the two jurisdictions has created a learning environment in which it is possible to foster increased inter-institutional and inter-professional links in ITE. The design of an on-line learning facility will be representative of the different courses of study, with a linked network of associated information that is both accessible and relevant for all those engaged at ITE level.

Following advertisement and interview, an appointment has been made for the post of Research Assistant. Dr Ron Smith (formerly of the Western Education and Library Board) takes up post in February 2005. The post will be for six months in the first instance. An initial preparatory meeting will be held to identify and agree an action plan for the 6-month period. This will be reviewed on a monthly basis. Full details will be shared with colleagues on a regular basis.

Una O'Connor, University of Ulster

[SCoTENS grant: £5,000]

WORK ON THE SCoTENS WEBSITE

www.socsci.ulst.ac.uk/education/scte

In June 2004, Ms Dolina Patterson's contract as part-time (two days per week) website administrator was extended for another nine months (until February 2005), with her employment being transferred from the University of Ulster to the Centre for Cross Border Studies. In August 2004 a meeting was held in Coleraine between Dr Roger Austin of University of Ulster, Andy Pollak and Patricia McAllister of the Centre for Cross Border Studies and Ms Patterson, to deal with a number of website management issues, notably:

- Access problems
- Encouraging more student use, particularly in the South.
- Citizenship work

The first priority was to deal with the problem of access to computing facilities in order to update the website regularly. Due to security restrictions at the hosting University of Ulster, it is not possible to make amendments live on the site outside of university premises. There was also a problem in finding an office and computer equipment for the work. Everyone felt that this issue could be largely resolved by providing a laptop which could be used offsite. In addition Dr Austin then arranged some desk space within the UU technician's area. The provision of wireless networking on the laptop made this an excellent solution. The laptop duly arrived complete with the required software and was set up by the technician, Mr A Hunt. To date this has been a very satisfactory arrangement.

There was much discussion on how to encourage participation and it was felt that the SCoTENS participants needed to become more involved. It was suggested that the only way more students would use the site was if they were encouraged and required to by their lecturers. The idea of a competition was initially considered to be a good one and Dolina Patterson, Roger Austin and UU education lecturer Jackie Lambe spent some time working on this. However later on many problems started to emerge and to date this idea has progressed no further.

Ms Patterson must be congratulated for spending a considerable time putting together online citizenship resources and designing them to be an extension of the SCoTENS website. In autumn 2004, the UNESCO Centre at the University of Ulster applied for SCoTENS funding to employ a citizenship specialist to work on online citizenship resources (see above). It is understood that this person will liaise with Ms Patterson, as website administrator.

Copyright and Signposting of Material

In November 2004 it came to the administrator's attention that there might be an issue concerning the signposting of special needs materials available to student teachers on the Internet. The website had been growing very fast and allowing students to access a huge range of information, but it became increasingly obvious that there were differences in the way publishers allowed their materials to be used. While most were more than happy to allow students to access them

in whatever way was most useful, at least one did not want material accessed other than through their own webpage.

Following discussions with UU computer services department, Ms Patterson felt that the whole website should be scrutinised and the owners/publishers of any material used should be consulted as to their requirements with regard to signposting. This took considerable time and effort as every single page of the website had to be checked and owners emailed. Thankfully there were no objections to any of the material used or the way it was signposted. As a result Ms Patterson added acknowledgements to most of the link material. Another positive element to this exercise was that it drew attention to the website and many encouraging replies were received.

Refinement

Having done the above, it was noted that there were minor errors on some of the pages and also that some of links which had been included when the website first went live had now become obsolete. This meant that it was necessary to begin to check all the pages for errors and broken links. This time-consuming exercise has largely been completed.

Additions

Through Ms Patterson's weekly involvement in the SENCO forum (BECTA), new issues and ideas are noted, researched and where appropriate added to the website. These generally represent minor additions to existing pages, although it is becoming more obvious that the range of special needs is growing and teachers are meeting more and more 'conditions' and challenges which they are required to address. Most of these have been added under the title 'miscellaneous' and there is much room for development of these areas.

In recent months there have been some quite major changes to special education in the Republic of Ireland and this necessitated the updating of the relevant areas. A useful contact, Mairead de Burca, a PhD student from NUI Cork, kindly reviewed the relevant areas of the website and advised Ms Paterson via telephone about changes. Some of these have now been uploaded.

Immediate future development

No major area of development in the Special Needs area has been identified as yet but it is hoped that the postgraduate student area will be further developed. A video has been produced for a student activity but UU computer services department are waiting for new streaming facilities to come online. More information is needed for the miscellaneous area. Additions and refinements will continue to be required. This might now be a good time to repeat the questionnaire used last year to ascertain how the website is being used at the various institutions, North and South, and to seek ideas from them on what further development will be useful.

As a follow-on to the work with Mairead de Burca it would be useful if some visits, similar to those done at the beginning of the project, could be undertaken to see how the changes are affecting the schools in the South.

Dolina Patterson

INCOME & EXPENDITURE FOR TWO YEAR PERIOD ENDING 31 JANUARY 2005

	£	
INCOME		
Dept. of Education/Dept for Employment & Learning (NI) through University of Ulster	10,000.00	Feb-04
Dept. of Education/Dept. for Employment and Learning (NI) through University of Ulster	12,000.00	May-04
Dept. of Education/ Dept. for Employment & Learning (NI) through University of Ulster	40,000.00	Jul-04
Dept. of Education & Science (Rol) through NUI Maynooth	20,750.95	Jan-04
Department of Education & Science (Rol)	40,000.00	Apr-04
Printing Costs - (Dept of Education & Science)	1,311.48	Jun-04
Conference Fees	17,746.28	
TOTAL INCOME	141,808.71	
EXPENDITURE		
Hospitality	4,513.43	
Professional and Consultancy costs	25,227.46	
Travel, subsistence and conference	10,990.85	
Mileage	310.00	
Sundry expenses	837.30	
Photocopying and Printing	7,904.33	
Advertising and Promotions	247.00	
Telephone & Postage	217.33	
Equipment	1,635.09	
CCBS / Administration & professional services	40,710.00	
Total Expenditure	92,592.79	
Funds available at 31 January 2004	49,215.92	
Commitments as at 31 January 2004:		
Research / Conference projects	-26,250.00	
Salary D. Patterson	-2,216.00	
Production of Annual Report	-4,000.00	
Early Years Group	-2,000.00	
4th IASSEE conference	-2,000.00	
Dr Andy Burke - conference	-5,000.00	
Evaluation	5,000.00	
P.McAllister bonus	-1,000.00	
Uncommitted funds as at 31 January 2004	1,749.92	

Secretariat provided by

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