The Standing Conference on Teacher Education, North and South

TEACHER EDUCATION AND SCHOOLS
TOGETHER TOWARDS IMPROVEMENT

2006 CONFERENCE AND ANNUAL REPORTS

ACKNOWLEDGMENTS

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

Teacher Education and Schools
Together Towards Improvement

2006 ANNUAL CONFERENCE AND ANNUAL REPORTS

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Mr Andy Pollak	Centre for Cross Border Studies
Administrator:	**Ms Patricia McAllister, Centre for Cross Border Studies**

Chairpersons' Introduction

Welcome to the 2006 annual report of SCoTENS (the Standing Conference on Teacher Education, North and South). This report incorporates the proceedings of our fourth annual conference as well as a financial statement and reports on the other conferences, networks and research activities supported by SCoTENS. Together they provide evidence of significant progress and endeavour during the year under review.

SCoTENS emerged out of a highly successful conference in 2000 and aims 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 was and is to stimulate and sustain wide involvement in a continuing process of informed enhancement of professional practice. While the political, economic and cultural context may vary between north and south, the initiative was predicated on the assumption that the two parts of the island had much to learn from each other in terms of practice in the area of teacher education.

SCoTENS fills a vacuum on the education scene. There is a clear need for a policy forum to bridge the gap between teacher educators and senior departmental decision makers and to contribute to the formulation of policy in this sector. The inaugural conference held in Belfast in 2000 identified a number of priority areas in teacher education of mutual interest north and south, and led to the creation or further development of networks in early childhood education, initial teacher education, ICT, teaching practice, continuing professional development and research. These in turn have spawned a series of conferences, workshops and other valuable initiatives including the prize-winning SCoTENS website on citizenship and special education needs.

The theme of the 2006 SCoTENS conference was 'Teacher Education and Schools: Together towards Improvement'. The theme and title sought to emphasise the centrality of the relationship between teacher education and schools and the importance of a partnership approach. For the second year running, the conference was opened by Síle de Valera, Minister of State at the Department of Education and Science. In her remarks, she endorsed the contribution being made by SCoTENS and the timeliness of the conference in the light of the findings of recent national and international reports on teacher education and student performance and the significant challenges facing teacher education north and south.

In the context of the conference theme, it is noteworthy that all four keynote speakers were former teachers. They also shared to a greater or less extent the conviction that the quality of learning depends pre-eminently on the quality of teaching. In her address, Marion Matchett, Chief Inspector of the Northern Ireland Education and Training Inspectorate, drew on the findings of the OECD

report, *Teachers Matter,* and suggested that those who educate teachers also matter. She argued for a strengthening of the involvement of higher education in school improvement. While Ms Matchett's remarks reflected recent developments north of the border and particularly the ongoing review of teacher education, Emer Egan, Assistant Chief Inspector working in the Policy Support section of the Department of Education and Science, drew on similar developments in the South and provided a comprehensive overview of recent trends and initiatives in the Republic. She emphasised in particular the continuum of learning in teacher education where partners had discrete but very connected roles.

East/west comparisons are no less informative than north/south. Professor Gordon Kirk, Academic Secretary to the Universities Council for the Education of Teachers (UCET), and Professor Michael Totterdell , Director of the Institute of Education , Manchester Metropolitan University, provided valuable Scottish and English perspectives on the theme. Professor Kirk located his review of promising developments in Scotland in the wider context of an analysis of international best practice in school-college partnership, and provided an invaluable template which encapsulates eight essential ingredients of successful partnerships in this area ('Kirk's eight commandments').

In his challenging paper entitled 'Taking the Parenthesis out of Partnership', Professor Totterdell called for the forging of sustainable partnerships which would be central to a radical re-tooling of teacher education and an overhauling of existing management, administrative and pedagogical arrangements. Inevitably, he suggested, this would involve shifting the centre of gravity from higher education to schools as 'centres of pedagogy'. While restructuring of teacher education is a significant agenda item North and South, Totterdell and Kirk offer rather different visions of a better future which may or may not find adherents on this side of the water.

From the outset, SCoTENS has been insistent that its annual conference should be a 'working conference', with the dual function of drawing together and disseminating the first fruits of various initiatives at different stages of development and providing a forum for gestation of new networks and projects. 2006 was no exception. Many of the issues and themes raised in the four keynote addresses were pursued in a systematic and structured way at six lively workshops, which also showcased recent innovative developments. The workshops - which are reported on below - focussed on the Partnership Dimension to School-based Work; School Empowerment through ICT; Partnership in Teacher Induction; Teachers Supporting Teachers – the Primary Curriculum Support Programme; A New Model of CPD – the TL21 project; and Overcoming the Obstacles to Teacher Competence in ICT.

The conference also provided the opportunity to report on work completed or in progress and to shape a work programme for the year ahead. During 2006-7 SCoTENS provided seed funding for a number of North/South networks, conferences and research projects. These include a research project on the Social Identity of Young Children in the Border Region; a joint project between the Educational Studies Association of Ireland and the British Educational Research Association aimed at building research capacity in teacher education; a second conference on Education for Diversity and Citizenship; a research project on current practice regarding the role of ICT within Teacher Education; a conference to share practice on teacher education for Special Education Needs; the second phase of a toolkit for teachers working in inter-cultural education; and a longitudinal study of teacher education students' perceptions of history, geography and science. The progress reports included in this volume provide a concise account of the individual projects and a glimpse of the range of activity which is going on under the SCoTENS umbrella.

The expansion in the activities of SCoTENs has been facilitated by the generous support of the Departments of Education, North and South, and, for the first time, by the subscriptions of our affiliated institutions. The overwhelmingly positive financial response from HEIs involved in teacher education on the island of Ireland and from other educational partners was in itself a notable development during the year under review. A summary financial statement is included below. With relative financial security, we can now concentrate on our ambitious work programme and in the coming year align this even more with governmental research priorities.

As well as acknowledging the support of our sponsors, we would like to express our gratitude and appreciation to the staff of the Centre for Cross Border Studies who provide administrative support for SCoTENS, and especially Patricia McAllister and Andy Pollak on whose tireless efforts and organisational skills we rely. We would also like to thank the management and staff of the Ramada Hotel, Shaw's Bridge, Belfast, who provided a welcoming venue for our conference. Finally, we thank our fellow members of the SCoTENS committee and, above all, Professor John Coolahan who stood down as chairman at the annual conference. John was the founder and inspiration of SCoTENS and its progress and achievement are largely a product of his wise and tactful leadership, his energy and his diplomacy. John, we salute you.

Professor Richard McMinn
Co-Chairperson

Dr. Pauric Travers
Co-Chairperson

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Teacher Education and Schools Together Towards Improvement

Annual Conference

Ramada Hotel, Shaw's Bridge, Belfast
12 - 13 October 2006

Conference Report - Contents

DAY ONE

OPENING ADDRESS

Ms Sile de Valera TD
Minister of State
Department of Education and Science

Introduction

It's a great pleasure for me to open this North/South conference. I would like to express my thanks to Professor Richard McMinn and Professor John Coolahan, Co-Chairs of the Standing Conference on Teacher Education, North and South (SCoTENS) for the opportunity to address the Conference this afternoon.

I would like to pay tribute to Mr Andy Pollak and the Centre for Cross Border Studies, conference organisers, for their tireless work in making this event happen. As in previous years, the unstinting dedication of the members of SCoTENS in promoting the activities of the group is also to be commended. The Centre really does generate benefits through practical cross-border cooperation throughout Ireland.

The significance of SCoTENS

The contributions from the list of distinguished speakers, coming as they do from various backgrounds will, I have no doubt, be central to the creation of engaging interactions and discussions leading to a great learning experience for all over the next two days.

Two significant features of SCoTENS conferences which I find so attractive and appealing are that they expose participants north and south of the border to the most up-to-date international thinking in the area of teacher education and, most importantly, they provide an appropriate environment for participants to interact, discuss and grow from the richness of the interaction.

Keynote Speakers

This evening we look forward to hearing the following keynote speakers: Ms Marion Matchett, the Northern Ireland Chief Inspector of Schools; Professor Michael Totterdell, Director of the Institute of Education at Manchester Metropolitan University; Professor Gordon Kirk, Academic Secretary of the Universities Council for the Education of Teachers (UCET); and Ms Emer Egan, Assistant Chief Inspector from my own Department of Education and Science. Apart from the very insightful and enriching contributions which the keynote speakers will make about the important work which is being undertaken in their respective domains, I note from the programme that very valuable seminars on current programmes and projects will be conducted on themes such as continuing

professional development, school development through partnership, teacher induction projects, a teacher support programme and a new model for teacher professional development at second level.

The importance of dialogue in achieving our collective goals cannot be understated and the great attendance at this conference is a testament to that fact. Your contributions as participants in the seminars - and indeed on the margins of the conference where very often valuable learning takes place - will be significant in contributing to the success of the conference. I'm sure that through a spirit of partnership and open dialogue it will also prove to be very useful to all.

The theme of this conference

The theme of this year's conference, *Teacher Education and Schools: Together Towards Improvement*, is very appropriate, particularly in light of the findings of many recent national and international reports on teacher education and student performance and achievement. The theme of your conference is very wide in scope and has within it a complexity and multiplicity of sub-topics.

It seems to me that the theme you have chosen will cover the significant challenges facing providers of teacher education in all its stages. It deals with the concept of life long learning and the challenges inherent in matching the continuing professional development needs of teachers with the multi-faceted nature of school improvement.

You have also included in your conference themes the key dimension of partnership of the many stake-holders in a school community. This is essential in order to develop successful schools which are dynamic, with skilled teachers who plan for improvement in student learning, have clear shared goals and maintain high expectations for all students.

We as policy makers and educational practitioners are collectively charged with the responsibility of preparing student teachers, supporting existing teachers and working in partnership with schools and teachers, parents and students in developing a responsive educational system. In order to maximise the life chances for all we must provide accessible and appropriate education programmes though a life long engagement.

During the conference you will be informed of some of the current examples of on-going work on both sides of the border which are contributing to our understanding of the complexity of preparing teachers and improving schools to meet the current and future needs of students who will have to live and work in a very competitive global economy.

The research and dissemination of relevant research carried out by SCoTENS since 2003 in aspects of teacher education will, I am sure, form part of your discussions also. SCoTENS has provided funding for all-island conferences on environmental
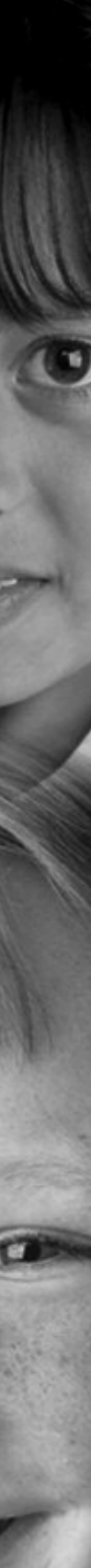
education, initial teacher education, citizenship education and special education needs; and for continuing professional development and profound and multiple learning difficulties.

No doubt your deliberations today and tomorrow will be informed by the implications of a number of recent research reports on teacher education at OECD and national level and by a number of evaluation reports on teaching and learning in schools in both jurisdictions. These are part of the large volume of creative and valuable ongoing work which many of you here today are involved in.

Conclusion

I want to repeat that I am very pleased to be present today as I see great value in SCoTENS activities in mapping a way towards the promotion of teacher education throughout Ireland North and South, and in seeking to find strategies to build on the improvement and effectiveness in the work in our schools.

I hope that you, the participants, benefit from your attendance here and avail of the opportunities provided for networking and the exchange of best practice which this conference provides. I wish the conference every success. Thank you all very much for your attention.

TOGETHER TOWARDS IMPROVEMENT

Ms Marion Matchett CBE
Chief Inspector, Education and Training Inspectorate, Northern Ireland

Good afternoon colleagues and thank you for inviting me to speak at the opening of your conference. As a former teacher educator, I recognise the essential role that you play in the improvement of the quality of the teaching force throughout Ireland.

From the outset, I want to commend you for the work you have been doing under the auspices of SCoTENS. The theme of this conference is Partnership and the work carried out through SCoTENS serves as a notable example of productive partnership between teacher educators in the north and south of the island.

The range of work carried out or in progress is impressive – I note from your documentation that SCoTENS has engaged with 16 North-South research projects on a wide variety of areas including special education, the integration of ICT into teacher education, early childhood education and citizenship education. These are all areas of priority for policy makers and practitioners North and South.

The various links and exchanges facilitated by SCoTENS have helped to increase North-South understanding for the benefit of the teachers and the learners in both jurisdictions. In addition SCoTENS website, targeted on the needs of teacher educators, student and beginning teachers, provides helpful and informative guidance and resources on special education and citizenship education.

The Importance of Teachers

Before I begin the formal part of my presentation I would ask each of you to reflect for a few minutes on something that you remember from your time as a child in a primary school.

I would like you now to turn to your neighbour and for a few minutes share and reflect on what you have remembered. Having done so I would like to ask you a question about your memory – Was it a piece of knowledge learned, a skill acquired or a task mastered? Or was it a memory which involved a teacher or another pupil who made you feel good or not so good about your learning?

What comes out of this is the all-pervading importance of teachers:

In my presentation today I am going to focus on 3 main themes:

     i.   Teachers and Teacher Educators Matter
     ii.   Changing for the better
     iii.   Working together for improvement

It is apt that the 2005 OECD Report on attracting, developing and retaining effective teachers is entitled *Teachers Matter* because, as we have seen, teachers **DO** matter and thus those who support and educate them also matter.

As the OECD report points out, all countries are seeking to improve their schools, and to respond better to higher social and economic expectations. As the most significant and costly resource in schools, teachers are central to school improvement efforts. Improving the efficiency and equity of education depends, in large measure, on ensuring that competent people want to work as teachers, that their teaching is of high quality, and that all students have access to high quality teaching. The broad consensus is that "teacher quality" is the single most important school variable influencing student achievement.

It goes without saying therefore that teacher education – in its various forms and at its various stages – has a central role to play in promoting and developing "teacher quality".

One of the main challenges for policy makers facing the demands of a knowledge based society is how to sustain teacher quality and ensure all teachers continue to engage in effective on going professional learning. We know that teachers need to be active agents in analysing their own practice in the light of professional standards, and their own students' progress in the light of standards for student learning. This is at the heart of our concept of *The Reflective Teacher* – encapsulated in the Inspectorate's publication of the same name and espoused in *The Teacher Education Partnership Handbook.*

But already there have been developments in teacher education.

Context: Teacher Education Review

As you know, we in N.Ireland have been engaged over the last three years in a wide-ranging review of teacher education. While led by the two departments – DE and DEL – the review has been an inclusive process. Through the medium of three major conferences and the publication of a variety of discussion papers and reports, stakeholders have been able to contribute to the development of policies relating, in particular, to early teacher education and continuing professional development.

This process is approaching the important stage of reaching consensus on a set of proposals that will go out for consultation to the wider system. It had been

hoped that this work would be able to commence shortly. However, further clarity is required concerning the implications of the establishment of the Education and Skills Authority, the outcomes of the Bain Review of the Schools Estate and the Sustainable Schools policy. Each has a key impact on the educational landscape within which teacher education operates. The Departments have taken the decision to wait until there is clarity on these areas before making decisions on teacher education policy. While the delay is frustrating, I consider that it is sensible and it should ensure that the discussions and decisions on teacher education policy will be fully informed and well grounded in the new realities.
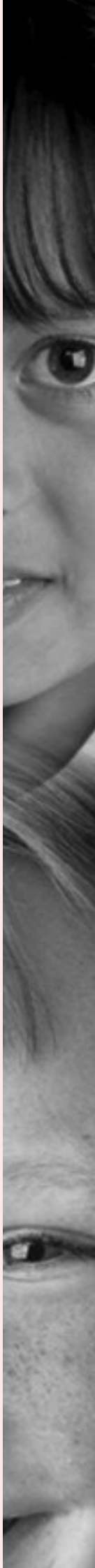
It is worthwhile to recap briefly on the key principles that have underpinned the teacher education review and which should continue to inform your discussions about partnership between higher education and schools.

We need to remember that:

- What is best for individual teachers to help them achieve their full potential as skilled, self-motivated, reflective professionals, should underpin and motivate all considerations of policy, procedure and practice.

- The quality of a teacher's experience during the early years of teaching is critical to developing and applying the knowledge and skills acquired during initial teacher education and to forming positive attitudes to teaching as a career. We know that beginning teachers who are provided with continuous support by skilled mentors are much less likely to leave the profession, and are more likely to get beyond personal and class management concerns quickly and to focus on student learning sooner.

- All facets of the teacher education service throughout a teacher's career should be consistent, progressive and seamlessly coherent at all stages. Each agency and each professional should be clear about her/his role, the roles of others and how they fit together. The revised teaching competences, once developed fully and agreed, provide the basis for bringing continuity to teachers' career-long professional development.

I shall return to some aspects of this at a later stage. At this point, I want to consider the issue of Improvement.

The Inspectorate's strap line is *"Promoting Improvement in the interests of all learners."* Indeed, the title of this conference echoes the title of the Inspectorate's publication, **Together Towards Improvement.** As you know, this is a resource to assist schools self-evaluate in the interests of improvement. It is important to stress the latter point – the prime purpose of self-evaluation is to promote school effectiveness, improve the quality of learning and teaching, improve the experiences for the learners and to raise the standards that the learners attain.

Improvement in the school context is not simple and covers many aspects of the provision within a school. It would seem logical to look at outcomes in examinations or key stage results in order to identify those schools that need to improve. Schools, however, are part of diverse communities and many other factors have a part to play in bringing about improvement within a school. Therefore improvement can be seen through both quantitative and qualitative data and information.

Improvement is the business of all schools and teachers and therefore it is also the business of teacher educators. The prime movers of improvement are the people in the front line – the teachers and those who are supporting and educating them. The providers of initial teacher education in higher education have tended at times to play a somewhat peripheral role in the school improvement programme and, in my view, the potential of their contribution has not been sufficiently recognised or indeed utilised.

The Inspectorate believes that higher education has an important contribution to make to school improvement. Through its work with student teachers, higher education can help to ensure that new entrants to the teaching profession are educated into a culture of ongoing school improvement. If teachers in early teacher education develop a strong sense of ownership of and commitment to the school improvement agenda, there is a much greater prospect of it becoming integral to being a teacher.

Further, initial teacher education can place a firm emphasis on improving teachers' pedagogical skills to enable them to improve the quality of learning and teaching in the classroom. For example, the development of literacy and numeracy and the use of ICT as a tool for teaching and learning involve teachers employing improved pedagogies more skilfully. Improved pedagogy is central to the school improvement agenda.

Strengthening the involvement of higher education in the Improvement agenda

There needs to be closer liaison between the HEIs and the other key school improvement stakeholders. More regular liaison would ensure that the content/focus/methodologies of ITE courses reflect and contribute to the Department's improvement priorities. Such liaison would promote discussion and action in relation to departmental school improvement priorities such as the implementation of the revised Northern Ireland Curriculum, SENDO, literacy and numeracy.

Higher education needs to be involved more systematically in the planning and implementation of improvement work. For example, with regard to literacy and numeracy, the HEIs should be at the heart of the discourse on improvement, engaging in critical dialogue and creative interchange of ideas/practice with

other providers of support so that there is consistency in what teachers – whatever the stage of their career – are being taught about improvement.

I suggest that there should be improved links between the Inspectorate and higher education. Of course there are useful existing links, but these tend to be ad hoc rather than systematic. My Biennial Review – due out later in the year – will highlight the areas where progress has been made and those where more needs to be done. I am keen that, as part of the strategy for disseminating the messages contained in the review, the Inspectorate should engage with practitioners right across the education and training system – including colleagues in higher education. Much could also be achieved through more regular communication and discussion of inspection findings, not only in relation to specific inspections such as ICT in both the primary and post-primary phases, on special needs, or literacy and numeracy, but also more general inputs on the current issues in the different phases and sectors.

The whole area of 14-19 education is a case in point. Recent Inspectorate reports on the Vocational Enhancement Programme, the two area inspections, Occupational Studies, KS4 Flexibility in co-operation with Training Organisations, and Careers Education and Guidance illustrate how, for this age group, too much of the provision is characterised by competition and duplication, and in some cases no clear progression routes. Staff development is needed across the sectors to ensure high levels of mutual understanding about each other's curriculum and culture. Teacher educators have an important role to play here. Indeed, there is a need to review and revise current teacher education and related in-service training to take cognisance of 14-19 developments. This could include an exploration of the possibility of a common set of standards for qualified teacher status across 14-19 provision. The views of teacher educators would be essential to such a debate.

Research is another way in which higher education can make a significant contribution to school improvement. Professional practice must be informed by contemporary and relevant knowledge that teachers can apply to improve the quality of teaching and learning. There is evidence that research findings have influenced the development of the revised Northern Ireland Curriculum, but I contend that the potential contribution of HE research to school improvement has not been maximised. Much greater use should be made of the HEI research dimension, with a greater emphasis being placed on research into issues related to school improvement. This, in turn, needs to be linked to a more effective strategy for dissemination of research findings to policy makers and practitioners.

There needs to be much closer collaboration between teachers in their classrooms and university researchers. In the best practice, student teachers are being introduced to educational research and its applications and, through assignments and projects, are engaging with research findings and participating in research at

appropriate levels. Action research is one of the ways in which teachers can be helped to identify areas of their work requiring improvement. During the recent inspection of Induction and Early Professional Development, the Inspectorate saw several examples of high quality action research in the teachers' professional development activities which were leading to specific improvements in their own practice and influencing whole school approaches. Teachers should be trained and assisted to engage in appropriate research studies in their schools to inform better their educational planning and practice and to draw on the findings for school development and improvement strategies.

For the bulk of the teaching workforce, teacher education means Continuing Professional Development [CPD]. As the OECD report stated: *"It is axiomatic that, in modern circumstances, an initial professional training is altogether inadequate for a career which can extend for forty years. As teachers seek to equip and motivate their pupils to be lifelong learners, they need to exemplify lifelong learning characteristics in their own behaviour and attitudes."*

At this point I would ask you to reflect for a few moments on the three characteristics of the 'best' teacher that you can remember – this time from post-primary - and share these with your neighbour.

In terms of improving quality in learning and teaching, Inspectorate findings indicate that CPD is most effective in schools where senior managers understand fully its potential for raising standards and are committed to using it as a key driver for school improvement. The best results occur when CPD is central to the schools' improvement planning. Schools which integrated performance management, school self-review and development and CPD into a coherent cycle of planning improved the quality of teaching and raised standards.

There is a need to continue building capacity within schools to organise, carry out and evaluate their own plans for improvement and, where necessary, to seek external assistance from those who have the specialist knowledge and skills to contribute to the schools' improvement agenda.

The Review of Public Administration will involve significant changes to the support structure for improvement, but whatever the outcome the relationship between those at the front line and the HEIs will need to be strengthened – in the interests of improving quality and realising standards.

Partnership and Collaboration

As we know, Partnership is at the heart of the arrangements for early teacher education and, perhaps less explicitly, for CPD.

Schools are the key partner in professional development at all stages. Increasingly, schools are identifying and addressing their own staff development

needs through their schools' development plans. The recently introduced PRSD scheme in Northern Ireland has the potential to make the process of professional development more systematic and effective.

Schools are also the key partner in each of the three phases of early teacher education – working with the HEIs and Curriculum and Advisory Support Services (CASS)during the initial and induction phases and taking the lead in the third EPD phase. The quality of the partnership between the HEIs and the schools in which they place their student teachers for school experience is a fundamental relationship in teacher education.

Whatever its weaknesses, the strength of the competence approach to early teacher education is that it has provided a shared language for HE tutors, support officers, classroom teachers, teacher tutors and student teachers. The shared language of the teaching competences is the solid, thoroughly practical foundation on which the early teacher education partnership is now based – and that is undoubtedly a strength.

However at this point it is instructive to remember Mintzburg's warning about partnerships:

"Too much of a good thing, any good thing, can turn sour. Partnership is almost everybody's 'good thing'. It certainly has great benefits and more and more as we gain experience. We must judge partnership, like everything else, for itself, for better and for worse."

We know that simply bringing people together does not mean that there will be partnership and integrated working. For a start, there needs to be clarity about what is the focus for the partnership so that when groups come together there is a shared understanding of what is to be done. There needs to be clarity also around the distinctive contribution that each will make to the improvement agenda.

For example, a key task for the overall teacher education partnership will be to develop a common understanding of what constitutes achievement and progression in the revised teaching competences at each stage of early teacher education and beyond.

Recent inspection evidence showed that the operation of the arrangements for early teacher education does not reflect a fully working partnership. This evidence contributed to the discussions at the teacher education review conferences. I do not propose to list all the issues here. However, for illustrative purposes – in the context of the focus of this conference – it is worth making reference to a few of the main weaknesses in partnership:

- Currently, the partners focus almost exclusively on their particular areas of responsibility - the HEIs on initial teacher education and CASS on Induction and EPD - rather than assisting each other and working jointly with the schools at each stage of early teacher education.

- There is insufficient liaison between the HEIs and CASS during both Initial Teacher Education and Induction. As a result, there are overlaps between what is covered in Initial Teacher Education and Induction and a lack of continuity in approaches to pedagogy and the development of the competences. There are even fewer links during EPD.

- The Career Entry Profile is not functioning as a sufficiently effective link between Initial Teacher Education and Induction, while the schools do not make consistent use of the Induction Portfolio and the Summative Report at the end of Induction.

As a consequence of these and other weaknesses in the partnership, there is a lack of continuity in the beginning teachers' developing competence from Initial Teacher Education into Induction and EPD.

The Inspectorate found that beginning teachers do not conceive of Early Teacher Education as a continuum. They see it as a series of separate phases, even hurdles to jump, rather than a structured programme to help them develop as skilled, reflective teachers. In addition, many are uncertain of what is required of them and of the roles and responsibilities of the respective partners.

The Teacher Education Review Workshop will address the main areas for improvement in arrangements for early teacher education and the development of a framework for continuing professional development. Inevitably whatever arrangements emerge from that work, the links between teacher educators and schools will remain a central plank in the professional development of teachers.

It is timely that this conference is addressing the developing partnership between teacher education institutions and schools in the context of early teacher education and CPD.

When considering partnership and collaboration, the words of Alfa Laval are also pertinent:

"There is no such thing as relationships between organisations. All you have is relationships between individuals in those organisations and the basis of this relationship is trust."

It is useful to remember that partnerships can operate at a number of levels:

Level 1: Opportunistic co-operation for selfish benefit, from areas of overlapping interest {No framework}

Level 2: Specific programmes of shared initiatives that benefit all {Tactical Plan}
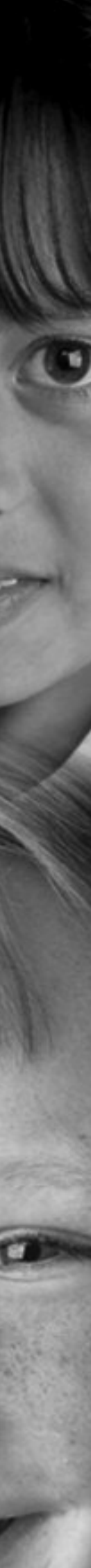
Level 3: Shared commitment to maximise success for all – bringing all to the level of the best {Vision and strategy}

Surely the third is the kind of partnership to which we should aspire – that which places the emphasis on co-ordination and collaboration rather than competition. It is also important, in any successful partnership, to maintain the different expertise of the partners – to have confidence in one's own expertise but also regard for that of others – while demonstrating a willingness to review processes and make changes. It is the creative and constructive bringing together of expertise that leads to improvements in service.

The HEIs have already done much to develop and strengthen their relationships with schools during Initial Teacher Education: for example, through provision of clearer documentation, partnership committees and conferences, and through the ongoing links forged between the institutions and schools during the student teachers' school experience. In some instances, the HEIs make use of experienced teachers to provide inputs during the Initial Teacher Education courses. All this is valuable, indeed essential work and it will be interesting to hear, over the course of the conference, of further developments in HEI/school partnerships across the island and beyond.

Amidst the plethora of changes facing our education system in Northern Ireland, including changes to the structure, content and schools estate, the implementation of the revised N.I. Curriculum presents schools, teachers and teacher educators with particularly major challenges. The revised curriculum places a greater emphasis on skills development in the curriculum and on the inclusion of areas related to life and work. It seeks to establish a different balance in the curriculum that will be achieved by restoring flexibility to teachers and schools and at the same time providing a minimum entitlement to ensure coherence and relevance. The changes are far-reaching; there are few established orthodoxies and too few existing examples on which to model practice.

Faced with the challenge of continuous professional development, and given that effective practice will emerge in the schools, there could not be a better time for teacher educators in higher education to form closer relationships with teachers and others in schools. Working closely with teachers to evolve effective approaches to the revised curriculum would strengthen teacher educators' influence and improve their ability to do their job. Much could be gained by such positive integration between classroom teachers and initial teacher education

lecturers. It could lead to more fluid working arrangements within initial teacher education and beyond so that experienced and skilful teachers and other support staff could contribute to the HEI work and HEI personnel could work in schools –thus strengthening the link and interchange between practice in schools and in the HEIs. This way of working would reflect the type of partnership which I mentioned before, that which involves a shared commitment to maximise success for all – bringing all to the level of the best.

Conclusion

Speaking at the Limavady Conference, at the launch of the Teacher Education Review in 2003, I referred to the many challenges facing the education system and teacher education in particular. We have had the review of teacher education and we are now close to reaching consensus on what needs to be done across significant elements of our system of teacher education. Of course, this does not mark the end of change in this system: further challenges lie ahead, whether from the outworkings of the Post-Primary review, the establishment of the Education and Skills Authority, the Bain Review, ongoing demographic change, the challenge of diversity, the review of special education, specialist schools, extended schools, a new school improvement policy etc. And in the South there are similar issues which will challenge teacher educators in all phases and at all stages.

At the Limavady Conference I closed my speech by quoting from *The Importance of Being Earnest* in which Oscar Wilde has the redoubtable Lady Bracknell say "The whole theory of modern education is radically unsound. Fortunately, in England, at any rate, education produces no effect whatsoever." I contested that view then and I do so again. However, I do believe that our approach to it needs constant renewal and our teacher educators should be in the vanguard of innovative thinking and of change. I made that challenge in 2003 and I now make it again. This conference offers an opportunity for teacher educators from, as the documentation puts it, North – South and East – West, to consider and share innovative approaches to improving the professional preparation and development of our student, beginning and experienced teachers. To encourage you in this process, I leave you with the words of John Kotter at Harvard who said, *"People who are making an effort to embrace the future are happier than those clinging to the past."*

Thank you for your attention.

TEACHER EDUCATION AND SCHOOLS: TAKING THE PARENTHESIS FROM AROUND PARTNERSHIP

Professor Michael S. Totterdell
Institute of Education, Manchester Metropolitan University
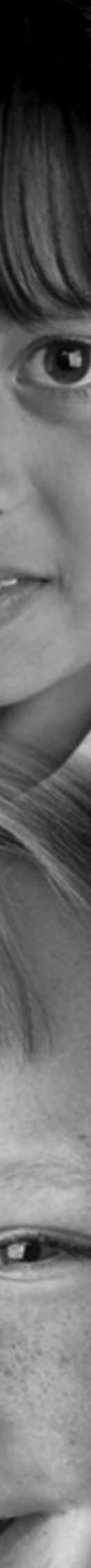**Chair, Universities Council for the Education of Teachers**

Firstly may I thank SCoTENS for inviting me. It is my third visit over here and I have come to view attending your conferences as by far the best CPD I get.

There are a number of contexts that should inform any attempt to address teacher education and schools in the English speaking world. I identify six that are relevant whilst acknowledging that others could well configure these differently. I also draw on my experience of developments in England while remaining confident they have some resonance with developments in policy and practice in both the South and North of Ireland.

Context I - The Genesis and Development of Teacher Education

The introduction of teacher training provision linked to education reform

The evolution of teacher education and training can be illustrated by sketching the transformation from their 19th century colonial 'British' roots into the 21st century post-devolution English experience. Teacher training in Great Britain had its genesis in the mid-nineteenth century with the introduction of the first sponsored teacher training scheme in 1846. This was a form of apprenticeship system for pupil-teachers, where older pupils taught younger classes in their schools (Kay-Shuttleworth, 1862: 295-296). Despite having considerable shortcomings, the system was perceived to have "improved both the efficiency and the morale of schools at the time" (Dent, 1977: 19). The link with higher education was initiated in the 1890s when the British government sanctioned the establishment of day training colleges by the universities and university colleges. In 1911 the Board of Education made an "historic announcement recognizing training departments attached to universities or university colleges providing a four year teacher training course" (Dent, 1977: 70). This overall initiative had a considerable impact on teaching and education in Britain, with the study of education receiving academic status and the involvement of universities greatly enhancing the status of both teaching and teacher training. At the heart of this early training was the aim to produce 'a good teacher' by a form of charismatic education, the creation of moral community and training deriving from a process of socialisation into a vocational ethos.

Organisational reform in teacher education

The McNair report published in 1944 heavily criticised the existing arrangements for teacher training describing them as "chaotic and ill-adjusted even to present needs" (Board of Education, 1944: 49). In response to this it was decided that the 100 individual colleges providing teacher training would be grouped to "produce a coherent training service". Their role was to supervise the academic work of individual institutions, secure cooperation between them and advise the Minister of Education on the approval of teachers and the promotion of the study of education. "By forming closer associations with teacher training colleges through Schools or Institutes of Education, a majority of universities re-examined their traditional position towards vocational training. Enduring doubts about the place of education as a bona fide academic discipline were challenged (although not entirely eradicated) by the production of high quality research" (Crook, 1995: 244-245). The outcome of McNair then was both to establish initial teacher training as a legitimate university responsibility and to reinforce the university connection. On the other hand McNair left an ongoing legacy whereby education departments tended to remain isolated from the main campuses, 'pedagogism' was still not beyond suspicion (Taylor, 1965: 193, 199) and "the role of vocational knowledge was a potent symbol of long standing inter-professional conflicts" (Heward,1993: 24).

Improving the academic education of teachers

The report of the Robbins Committee (Committee on Higher Education, 1963) made a series of far-reaching recommendations regarding the future development and organization of teacher training colleges and was recognised as a "turning point in the relative autonomy of the training institutions and the mutual relationship between the universities and colleges" (Cunningham & Gardner, 2003: 246). The review recommended a change in the name of training colleges to colleges of education and the introduction of a four-year B.Ed degree which would be based on the study of education; it also provided teacher trainers for the first time with an opportunity to explore their professional identity and purpose. During this period the overall emphasis of teacher education institutions shifted to the production of educated men and women or a "community of educated persons" who coincidentally wanted to become teachers and could hence be characterised as 'educated practitioners' (Pring, 1995). The emphasis was on teacher education applied to the intellectual development of student teachers and the focus was on the theoretical and cognitive approach to teaching. This sometimes resulted in teacher training courses that suffered from "spurious forms of academicism" (Kelly, 1993: 132), and may explain why there was little thought of trying to create a partnership with practising teachers in the process of helping students obtain a level of competence in teaching.
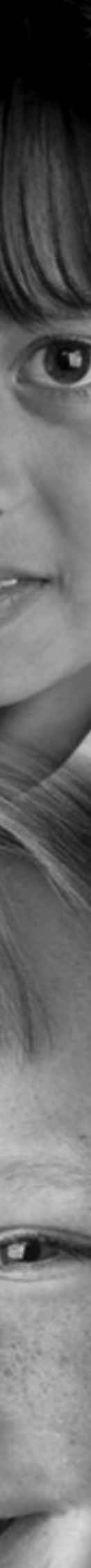
Professional reform in teacher education

The main proposals of the highly controversial James Report published in 1972 centred around the development of a new approach to education and training which emphasised the professional rather than the academic elements of teaching. James argued for a professional course of teacher preparation that would be "unashamedly specialised and functional …. sharply focussed on objectives specified as precisely as possible" (quoted in Rodgers, 2004: 3). The report was seminal in seeing teacher development as a continuum from initial training through induction on into early and continuing professional development (Porter, 1996). The report further argued that monolithic teacher training institutions had limitations and that teachers would be better educated in comprehensive universities. Consequently, rationalisation options such as amalgamation, mergers and diversification became the order of the day (Alexander et al., 1984: 22-23 & 63).

The reforms introduced through the James Report are widely regarded as marking the end of a system of teacher education and training which, despite undergoing alteration and improvement, had remained essentially the same for more than 100 years. It inaugurated a shift in emphasis to 'teacher training' deemed to be concerned with the actual practice of teaching – the mechanics and skills of the job. It was in this context that the question of partnership between teacher education institutions and schools emerged as a live issue which could not be ignored (Rodgers, 2004: 3). The report also signalled the beginning of a return by central government to a more intrusive and interventionist stance, whence it impacted directly on fundamental principles and practice of teacher education institutions.

Systemic reform in teacher education

In the 1980s and 1990s, the British government intervened to a much greater degree in teacher education, as it introduced sweeping reforms, impacting on almost every aspect of teacher training and development. The DES Circular, *ITT: Approval of Courses* (DES, 1984), provided some early indications of the imminent change of direction, establishing a Council for Accreditation of Teacher Education (CATE) to oversee and approve teacher education on behalf of the government and identifying minimum requirements for undergraduate and PGCE courses. The Swann Report in 1985, proposing better training for teachers in multiculturalism, established a new cultural ethos of diversity, recommending the adoption of "a framework of commonly accepted values, a shared commitment to certain essential freedoms and to fundamental values such as a belief in justice and equality" (HMSO, 1985). The report thereby encouraged professional acceptance of cultural pluralism as a legitimate concern for the teacher in his or her daily practice and legitimised the place of generic 'professional studies' in the formative milieu of teacher education. During this time far-sighted teacher education institutions turned to the notion of collaboration through school-

focussed experiments. A number of influential teacher educators also began to explore and propound the conceptual and professional advantages of a greater integration of theory and practice (see, e.g. Wilkin & Sankey, 1994). Influenced by Donald Schon (1987), teacher educators championed the notion of beginning teachers becoming 'reflective practitioners' as the desired outcome of this rejuvenated process.

However, in part responding to the political agendas of those who regarded the whole teacher education apparatus as suspect and derided educational theory, and in part picking up on the critique from those of a different professional perspective who contended for giving to practising teachers both the responsibility and the resources necessary to train new entrants, the Secretary of State for Education undertook a further review of initial teacher training in 1992. In this the argument was advanced for a more equal partnership between schools and Higher Education Institutions (HEIs), placing greater emphasis on school-based training. Proposals issued at the time introduced the concept of a competence-based model of teacher training, where accreditation would be decided through the outcomes of training rather than the process or content of courses (Morrison & Gray, 2002). In order to ensure the implementation of the various new requirements for initial teacher training, the government introduced rigorous inspection programmes that considered not only training delivered in HEIs but also how this impacted on student teachers in schools. As Morrison and Gray comment, "the focus of such inspections… shifted away from institutional provision toward student outcomes" (Morrison & Gray, 2002: 189).

In the mid 1990s in England, the newly established Teacher Training Agency (TTA) assumed responsibility for initial teacher training funding, introducing a purchaser-provider relationship between a non-departmental government agency and teacher education institutions (so called providers) that was to transform the way teacher education institutions regarded themselves and would act as a catalyst for numerous 'steers' or reforming currents from the centre linked to additional funding opportunities. One emphasis was the introduction of various alternative routes to teaching, including 'on the job' training where schools committed themselves to recruit and train students directly through School-Centred Initial Teacher Training Schemes (SCITTs). Similarly, Graduate and Registered Teacher Training Programmes (GTP) allowed graduates to be recruited straight to teaching posts and to receive training from individual schools. In addition the 'Fast Track' programme offered "accelerated career progression" for graduates and postgraduates with particular abilities and skills;[1] more recently 'Teach First' is a 'business-led programme' that claims to recruit outstanding graduates from the leading universities to teach staff in urban schools – 'keeping their options open, whilst making a difference'.[2]

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1   See http://education.guardian.co.uk/training/story0,7348,881830,00.html
2   See www.teachfirst.org.uk/

The overall effect has been to diversify entry routes and make teacher education and training more flexible. Some, however, argue that linked to an over-prescriptive 'mechanistic' training curriculum and an overly 'practical' regulative ideology which emphasises 'what works', this has had the less welcome side effect of overwhelming the deeper purposes of education that should cohere around notions of freedom, creativity and innovation by marginalising wider educational matters implicit in teacher formation and investing teachers with an instrumentalist mentality (see, e.g., Lambert and Pachler, 2002). Whether this is the case is of course debatable, but during this period the emphasis in teacher education institutions changed once again, this time embracing a notion of the teacher as recognised expert or 'competent practitioner' but often set against an artificially circumscribed primarily (inspection) evidence-based conceptualisation of what characterises good teaching. The most innovative development, however, came in the form of substantive partnerships (structural and pedagogical) between educators in higher education and those in schools – herein lay the dynamic for a step change.

Context II – Change in society at large

Inspired by the *Future Schools* project undertaken by the OECD, the TTA's successor – the Training and Development Agency for Schools (TDA) – has stimulated sector-wide thinking about the future preparation of the teaching profession and wider school workforce via a seminar on *ITE Futures* in 2003 and a national conference leading to a 'FUTURES' website. Subsequently this evolved into the *Teaching 2020* project, concluding in a colloquium in 2005 together with an associated publication (Newby, 2005). Finally a series of regional seminars were held as part of the *Teaching 2012* project (Newby, 2006). This initiative identified a number of scenarios and speculated about the features that would mark a future world and so impact on the education service. The subsequent sections of my context analysis draw on engagement with this 'futures thinking' plus other independent research (Totterdell, 2006).[3]

The societal change horizon

Increasingly we live in a change rich environment - in which everything has changed and most things are still changing. The National Union of Teachers (NUT) have captured this nicely: "In respect of people's lives, the pace of change is unprecedented. Changes in attitudes to the environment and upheavals in international politics are occurring alongside economic and technological developments which have begun to transform the nature of work and organisation" (NUT, 2004: 20). The impact of this accelerated change has yet to be calculated fully with respect to education, but its gravitational pull is being

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3   See 'Teaching 2020' extranet at http://itefutures.tta.gov.uk

felt in important spheres of public life with which it intersects. Among the key characteristics are the following:

- Customized products and services
- Smaller, flatter and looser organisations
- Intertwined design and production at front lines
- Decline in blue collar workers
- Team-work with collaboration and integration
- Less attention to standard procedures, rules and regulations
- More attention to ethics, values and principles
- More attention to output and personal responsibilities

Context III – Anticipated student futures

The personal change horizon

The likely impact of societal change on the working lives and work-life balance of student futures can already be sketched out in broad terms:

- Personal insecurity and uncertainty
    - Blurred career identity
    - High mobility among jobs and careers
    - Precarious employment status
- Frequent intervals between jobs
- Increasing sectors of freelancers and home-based workers
- Volatile working units
- Working as a person, rather than as a specialist
    - Small, flat and loose units
    - Teamwork, collaboration, integration of expertise
    - Intensive human interactions

Context IV – Transformed School functions

The organisational change agenda

In schools, we are increasingly seeing manifestations of a belated recognition that the industrial era school is obsolescent because it is inconsistent with fundamental demands of education in the knowledge era and perpetuates profound disconnections with the way we live. So schools are moving from a preoccupation with manufacturing educated persons for society on the one-size-fits-all model to servicing the learning needs of individuals utilising a more user-responsive model. This in part reflects a realisation that learning is about acquiring not primarily beliefs but capacities, and that wisdom is flattened out unless grounded in (personal) experience. It portends something like the following functional features:

- Core business: student learning
- Diverse learning experiences within and beyond schools
    - All possible learning activities
    - All available resources
    - All available facilities
    - All related personnel
- Schools as hubs of learning
- Teachers as learning coordinators

Moreover, in the schools of the future, there is a growing consensus that workforce analyses and forecasts will be crucial to anticipating the needs of all school staff and identifying priorities for their development. Teachers in particular will require models of 'performance development' so as to ensure:

- *Teachers are able to respond to uncertainty in order to become agents of change rather than recipients of change.*
- *Teachers are helped to develop an attitudinal disposition to reflect on their own practice, develop other staff, look outside their immediate work environment and work in teams.*

Context V – The Accountability Ecology

The key factor to bear in mind in relation to accountability is that non-professionals are evaluated (valued) on the outcomes they directly produce, whereas professionals are evaluated (valued) on the attitudes, behaviours and skills - their professional practice - that correlate with the production of optimal outcomes (Corrigan, 2006). Therefore, the accountability nexus for education professionals is increasingly complex in that it embraces a number of overlapping constituencies each with particular foci. In the simplest terms these can be construed as:
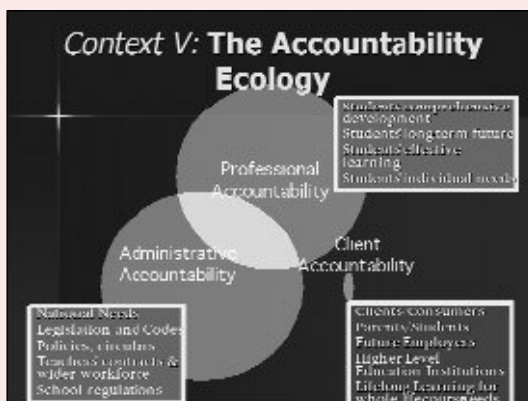
Professional accountability is characterized by personalization; administrative accountability is characterized by education standards and modernization; client accountability is characterized by choice and diversity along with the wider benefits of learning. They are all capable of being premised on a presumption of due confidence rather than being postulated against the backdrop of a deficit model. Moreover, because of what Marilyn Cochran-Smith (2006: 72) has aptly described as the 'unforgiving complexity of teaching' as an intellectual, emotional and collaborative endeavour requiring a place for theory, reflection, research, professional dialogue and a critical approach to practice (cf. Hobson et al. 2006), this should not lead us into a corporatist accountability syndrome with endless 'performance indicators' and 'measurable objectives'. But it should extend our concept of professionalism to make it more intelligent about the fragility of public trust and hence more democratic, socially dispersed and dialogically reflexive in relation to its sources (O'Neil, 2004).

Context VI – The Teaching Profession

Core to Professionalism

As the OECD recognises, in response to societal changes and expectations a broadening and deepening of teachers' roles and responsibilities is taking place to reflect the new 'enriched' but also more demanding profession of teaching (OECD, 2005: 97-99). According to one recent research-based analysis (Corrigan, 2006), at its heart, **professional practice** in the context of teaching is the combination of attitudes, behaviours and skills that:

- promotes student learning through the application of appropriate curriculum and pedagogy coupled with the triggering of engagement and growth of emotional intelligence in students;
- stimulates continuous learning and collegiality in teachers, and;
- inspires confidence in parents.

In seeking to understand how best to stimulate growth of professional practice it is possible to define several dimensions of it as follows:

Global	**Attitudes, behaviours and skills that identify a teacher as part of the teaching profession.** These are common at a global or profession level, are recognised as being correlated to high performance, and allow teachers to communicate together and be readily recognised as members of the profession.

School/Learning Centre	The learning framework (e.g. accelerated learning, problem-based learning, etc.) that provides the common language at a school level. Allows teachers to share work, jointly plan lessons and curriculum and develop their practice together at a school level.
Individual	Individual practice. Allows teachers full expression of their unique talents and interests that are only constrained by the need to meet their students' learning needs.

If teachers are to be regarded as more than just specialist 'knowledge workers', the way they construe the core of their professionalism needs to be readily communicable to a wide audience and validated against a broad set of principles and precepts. The core set for teacher professionalism seems to consist essentially in the following:

- Professional goal: student learning and students' future
- Professional knowledge and professional learning
- Capacity to exercise professional discretion and judgement
- Observation of professional conduct based on duty of care and natural justice

These themes are taken up and further advanced in ten recommendations from the Learning Teacher Network to the European educational community on the new role of the teacher (Learning Teacher Network, 2006). They are also elaborated in numerous other statements emerging from the European Union. For example:

Common European Principles for Teacher Competences and Qualifications defines **three teacher key competences:**

- work with information, technology and knowledge;
- work with their fellow human beings – learners, colleagues and other partners in education; and
- work with and in society – at local, regional, national, European and broader global levels.

Their work in all these areas should be embedded in a professional continuum of lifelong learning. This 'lifelong learning' framework is articulated elsewhere for example:

The European Reference Framework on Key Competences for Lifelong Learning Lisbon Council in 2000 called for definition of **"the new basic skills"** developed by the Commission Expert Group 2001-2004:

- "that everyone should be able to acquire and on which any successful outcome of any further learning depends"
- "that are needed for personal fulfilment, social inclusion and employment in a knowledge society".

Finally, a set of principles is thought to underpin teaching and these too are identified as follows:

Common European Principles for Teacher Competences and Qualifications sets out **four common principles for teachers:**

- A graduate profession
- A profession placed within the context of lifelong learning
- A mobile profession, both between countries and between different levels of education
- A profession based on partnerships, i.e. partnership with schools, industry, work-based training providers, research institutes, community groups and stakeholders.

The New World of Education

On the basis of the foregoing, I think the impact of this accelerated change in the contexts affecting teacher education and schools can be projected in terms of an emergent new world of education. Its contours consist in four interrelated spheres.

The 'Edu-care' agenda

Propelled by a series of high profile lapses in public service provision for vulnerable children and their families, government has taken the view that the impact of the policy cycle is likely to be significantly enhanced if it can effect joined up public service delivery. On this basis it is proposed that health, social care and education should be integrated to facilitate multi-agency working in pursuit of what some now label 'wrap-around care'. In England, the Children's Bill, 'Every Child Matters' (DfES, 2004) seeks to ensure shared outcomes across services and robust partnership arrangements to ensure public, private, voluntary and community sector organisations work together to improve these outcomes. Therefore, engaging with the Every Child Matters agenda as an opportunity to put the child at the centre of the system has become a priority for teacher educators, with emergent concepts of interdisciplinary 'multiprofessionalism' very much to the forefront of programme design, implementation and evaluation. Teacher education institutions' traditional partnerships and stakeholders are

changing too, reflecting the establishment of Children's Trusts to secure integrated commissioning leading to more integrated service delivery, clearer accountability for children's services and a new integrated inspection framework to ensure services are all judged by how well they work together.

Against this backdrop, under the DfES five-year strategy for children and learners, there is the desire and the expectation that all schools will become 'Extended Schools', with some becoming full service extended schools offering a comprehensive range of services - childcare, family and lifelong learning, health and social care services, parenting support, study support, access to information and communication technology (ICT) facilities and access to arts and sports facilities. Not only will extended schools provide a range of activities and services beyond the school day to meet the needs of students, their families and the wider community, but they will transform the composition and interaction of the wider school workforce (Collarbone, 2005). The potential for teacher education institutions to inject a revitalised and reframed sense of professionalism into the twin domains of education and children's services, and to bring their research, enterprise and development resources to bear on pressing social issues, has never been more within reach.

By involving themselves in 'Local Strategic Partnerships', with a remit to overcome lack of joining up at local level and a duty to prepare community strategies, teacher education institutions should be ideally placed to go beyond neighbourhood renewal to link up with the Extended School agenda, as such partnerships are additionally able to bring together those who commission and deliver services with those for whom the services are provided. In this context, teacher education institutions are likely to find themselves increasingly preparing their students for multi-professional practice alongside other enabling service professionals and emerging new practitioners working in professional education settings. In the process they need to refashion themselves to be more than mere repositories of 'teacher training', 'education studies' and 'educational research'; on the other hand, they will undoubtedly need to guard against being turned into secondary agencies responsible for delivering government objectives or mere instruments of central command.

New faces of learning

A 'learning society' is now seen as a desirable social as well as economic goal. The role that lifelong learning plays will increasingly involve teacher education institutions in equipping their students to play their part in a bigger reach into the less familiar territory of removing (non educational) barriers to young people's learning, securing their well being and safeguarding their interests. Moreover, learners will not only be multi-cultural in identity, but will become intergenerational to facilitate learning that is lifelong and possibility orientated rather than episodic, and that reconnects with families and places of work. A wide range of new professionals will support this learning culture, bringing

changes at the boundaries between different professions requiring new approaches to teamwork – these are the 'new faces' of learning.

New spaces of learning

Schools as centres of learning will embrace a broader role extending well beyond the traditional 'school day' and require more skill 'at looking outwards, at building stronger linkages with the research and development communities and at becoming integrated into networks' (OECD, 2005: 131). Through the creation of multi-agency centres on school sites, they will make much better use of school facilities, putting them at the hub of a web of services available to families and the wider community - these are the 'new spaces' of educational provision.

The learning organisation

The neo-Kantian theory of education developed by a group of liberal educational theorists originally led by R.S. Peters in Britain (see e.g., Peters, 1972) and John Dewey in the United States (see, e.g., Dewey, 1965) and traceable on this side of the Atlantic through Peters' notion of the 'the educated person' (ibid.), Israel Sheffler's (1967) 'rule model' of education, Michael Oakeshott's (1933) 'modes of experience', Paul Hirst's (1974) 'forms of knowledge' and even Schon's (1987) 'reflective practitioner' (at least in the idealist modality in which it has been appropriated by educationalists) has not only transformed the traditional structures of schooling, but also challenged the traditional distinction between education and training. Whilst incorporating a strong conservative element (Brownhill & Smart, 1989), the liberal educational tradition's notion of the autonomous self-directed leaner has a tendency to de-institutionalise the educational process that has been strengthened in recent years by the development of information technology and the world-wide web.

It can be readily recognised why this idea of self-directed learning can on the surface appear very attractive to business, industry and the professions. Hence the apparently liberal concept of an autonomous individual working within this learning framework has become attractive to vocational and professional trainers, and the traditional aims of liberal education have been synthesised in the 'learning organisation' with arguments concerning the aims and actual needs of vocational and professional training, along with modern business practice. Contrary to the arguments of some (e.g., Johnson, 1983), this ideological blend does not specifically degrade teachers, for under its auspices all professionals and technicians are looked at in this way. Paradoxically, however, this knowledge society vision of the 'virtuous worker' means that from a moral dimension capitalism has come full circle to be a mirror image of Marxian utopianism, albeit achieved not by the historical process but by commitment to life-style choice and self-fulfilment through work and the persuasion of greater utilitarian benefits.

Putting aside my own reservations about whether this whole approach is any longer tenable in the wake of the new paradigm of existence – Quantum Field Theory – with its concomitant view of reality as entwined, infinitely integrated and intricately interconnected, my point is that in the new world of education, even our core intellectual inheritance has consequences that are inherently ambiguous. On the one hand it has the potential to democratise the educational function of society and help us learn from the activity involved. On the other hand it also has the potential through a form of moral inversion to impute a work ethic that will improve efficiency and motivate us to be 'market optimisers' without both scope and materials of analysis needful for the internal structural forces expressed in the learning organisations to be bought into the wider socio-political arena (see further, Brownhill, 2006).

## The Learning Community Matrix – Higher Education and Schools

The extended learning community

Rather than conceptualize the learning society in terms of the neo-Kantian concept of the autonomous learner and commercial learning organization ideology, is it possible to show greater regard for the integrity and sovereignty of the practice of teaching and learning itself? For only by doing so, according to the evocative analysis of one of Ireland's most highly regarded contemporary philosophers and practitioners of education, will we avoid rendering education as the custody instead of the courtship of experience (Hogan, 1995). Moreover, as he avers, teaching itself can be characterised as a special kind of cultural and communicative act which seeks to get the dynamics of learning underway and to sustain them in practice. It needs a community of practice that sensitises us to the 'existential intuition' that accompanies the causality of our agency (Tallis, 2005). One that is sufficiently 'situated' to be resistant to substituting the intellectually fabricated second reality of the ideologists' willed 'positioning' for the first reality that orientates us to the subsidiary ranges of our existence, without which we shall inevitably be subject to cognitive dissonances and dislocations. Here, to my mind, partnership provides a potent metaphor for a dialogical and collegial extended community of learning that can set up the dialectic of praxis in which teaching and learning can be framed to establish unambiguously the precedence of practice over theory. Habituated in this milieu, teachers-in-the-making should come to understand the nature of knowledge: what counts, should count and why; should be educated in the development of a politics of knowledge; should understand global and local knowledge bases; and, in the context of curriculum design and pedagogy, should understand the role of the learner's perspective and knowledge acquisition so that they neither unreservedly exaggerate a dimension of human existence nor suppress a dimension of our awareness and of the awareness of others.

The Learning Community Matrix I have in mind can be schematized as multidimensional, encouraging 'depth' of participation, not 'shallow' levels of
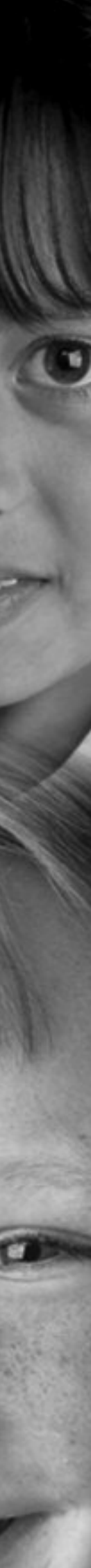
engagement. The viewpoints and commitments of its professional community (constituted by a continuum of academic-practitioners) are rooted in particularities, but its dialogue between partners allows them to have relevance to more than an isolated context. Furthermore, being open, its mistakes and errors are corrigible by our normal ways of coming to know in the world; it is ever evolving and 'under construction', moving from one perspective to another, thereby not only achieving incremental innovation but being stretched to reach for fuller truth and greater value.
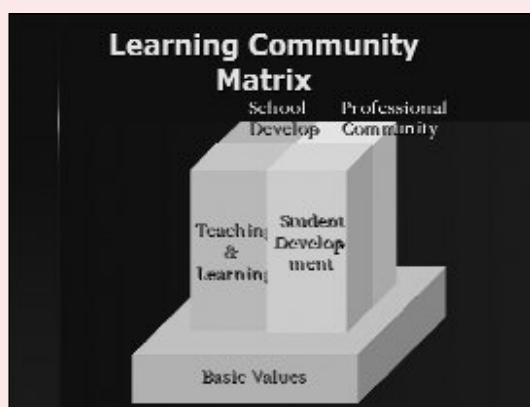
Using the Teacher Competencies Framework

One of the implications of such a learning community matrix is that notions of competence and capability must be employed in ministerial fashion, not magisterially. In my view this means adopting ways of using them that comport with the following scenario:
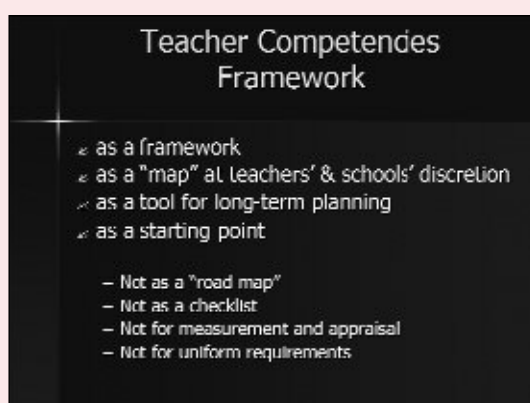
Teacher learning activities

I believe that the claims I am making for the Learning Community Matrix are veridical. They are presented to us in part through the avenues and channels of learning typical of educators operating in any centre of learning that is learning orientated across the whole spectrum of teacher-student-learners. Specifically for teachers, this learning experience looks something like this:

The most frequent teacher learning activities:

	Primary	Secondary	Special
1	Seminars ?92.6%?	Seminars ?91.3%?	Web-based learning ?94.3%?
2	Observing senior teachers ?89.9%?	Reading ?87.7%?	Seminars ?92.3%?
3	Collective lesson planning ?89.7%?	Web-based learning ?87.2%?	School-based sharing ?89.5%?
4	Class observation ?89.4%?	Observing senior teachers ?84.6%?	Observing senior teachers ?89.0%?
5	Web-based learning ?86.3%?	Asking senior teachers ?76.8%?	Asking senior teachers ?86.2%?

Note this is how teachers learn – not necessarily how they teach! It is perhaps instructive to ask ourselves how those of us who find ourselves teaching in the context of higher education learn. How would we fill in the relevant bullet points for the most common learning activities for teachers in HE?

The Most Common Learning Activities in HE

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- ?
- ?
- ?
- ?

Research, conferences, even power-point presentations – yes; but how about the nitty-gritty, raw engagements of the *practicum* – in the academy but also in the context of early years, primary and post-primary education involving the next generation of digitally literate, highly networked, peer affiliated, associative-communication friendly but broadcast-communicative averse youngsters.

Reframing Teacher Education

What are the future prospects for Teacher Education Institutions as harbingers of redeveloped 'professionality' in education?

From the TDA *Futures* work emerged a clear recognition of the need for a re-conceptualisation of education systems which would entail their being proactive rather than reactive. Also identified was the need for teacher education institutions to help teachers and other related professionals to develop the adaptability required for a continuously changing world with a premium on knowledge and skills that could be exploited in many educational settings. The challenge for teacher education institutions at the beginning of the 21st century, therefore, is both to anticipate more far reaching change and to alter their

positioning in relation to its outworking by harnessing innovation to re-establish education as a properly independent public service on behalf of all, facilitating democratic discourse, cultural flourishing and economic prosperity through the realisation of personal potential.

To address the contours of change outlined in the foregoing, teacher educators will need to move beyond the structures and systems they have inherited. They cannot afford to wait for government agencies to provide a new blueprint. Rather, avoiding the conjoined twin dangers of archaism (wallowing in the memory of a golden age that never was) and futurism (glorifying an imagined future educational utopia), they should help evolve the conceptualisation of teacher professionalism by clarifying the contextual landscape (political, institutional and conceptual) within which change in teacher development can more or less adequately be framed by employing some immediate knowledge in a way that gets rich enough to use for educational reflection and responsible action. David Lewis (1983: 186) calls this re-framing 'the kinematics of presupposition' - the laws governing change in what the parties involved take for granted.

Present into future

To navigate our way from the present to the future will not be straightforward. However, teacher educators are more likely to influence outcomes if they can forge strategic alliances with both the organs of government and across the professional educator (scholar-practitioner-leader) continuum to meet the challenges of change. Drawing upon the forgoing historical analysis and anatomy of the change agenda, I propose that teacher education institutions frame a strategic sense of direction incorporating three mutually supportive strands: (i) a reorientation of their core concepts, curriculum and central pedagogies to appropriate fully the research-informed insights available into how teacher education and professional formation directly and indirectly affect teaching and learning; (ii) a wholehearted engagement with the context of educational practitioners, including extending the context of partnership between HEIs and schools to achieve joint strategic thinking and a commonality of intent because the two are seen as parts of the same profession; (iii) recovering a robust sense of what a values-based approach to the professional formation and continuing development of education professionals might look like if it is to reinvigorate the inhabitable ideals and emotional features of teaching and learning (Hanson, 2001).

Here I want to focus on the second strand, as I believe forging sustainable partnerships is the critical to achieving both a conceptual re-tooling of teacher education for the future and to a re-valuation of its mode of causal efficacy. As your colleague, Rodgers has recently reminded us, the disposition towards closer co-operation or partnership between teacher education institutions and schools has evolved over a quarter of a century with attitudes of 'distant wariness'

melting before the strengthening flow of co-operative interaction. However, in my view, in claiming that through "the process of pragmatic experimentation it would be no exaggeration to say that the very concept of a teacher education institution has come to be redefined in a non-monadic way as inclusive of partner schools" he pays insufficient attention to the potential for the other party to the partnership – that is, schools – to take the lead on initiatives.

I concur with him that "partnership is an intrinsic component of the training model albeit requiring continuing clarification of the roles and responsibilities of all partners in the context of the greater opportunities now provided by e-learning and connectivity". Also significant is his recognition of the fact 'that the profession as a whole now has the potential to adopt a consensual vision of standards – namely "a conceptual framework, a shared language with which to talk about practice, a description of the mastery of skills, knowledge and values of teachers, and a platform for reflection, discourse and learning" (Rodgers, 2004: 6-7). But to realise this potential, I think we have to go further and cultivate new 'constellations of allies' (Gomes-Casseres, 1997) and effect regional collaboration with the long-term aim of generating a far-reaching network to extend joint strategic thinking and identify overlapping concerns and interests.

What do I have in mind? I think there is a need to follow through the logic of partnership by radically overhauling existing management, administrative and pedagogical arrangements. Fundamentally, this will involve something along the lines of establishing a Stakeholders' Forum at local level to share philosophies, frame practice and negotiate innovation with a Partnership Board to advise and authenticate policy, planning and resource allocation. The goal has to be co-creating equal status partnerships – mutually interdependent and beneficial, connective rather than merely pragmatic, flexible but durable in structure, capacity-building, long term and therefore regionally strategic – a 'collaborative multi-lateral partnership' perspective focussing on 'value creation' not just 'value extraction' (Wood & Moorcroft, 2002).

Teacher education institutions need to acknowledge this inevitably means shifting the centre of gravity from higher education to schools as 'centres of pedagogy' with cross school-HEI-based clinical academics and a new breed of excellent teacher-mentors in the lead role within a context of applied professional knowledge. University staff will best complement school-based teacher educators by providing academic foundations and support through scholarship, research, quality assurance, moderation and accreditation that draws upon state-of-the-art theory and practice to provide a deep and extended commitment to an overview of education. This is part and parcel of what Goodson profiles as 'theories of context' available in HEIs and 'stories of action' available in schools that need to be brought together in developing teachers' professional knowledge without either taking precedence over the other (Goodson, 2003: 48). Such a changing participation in the community of practice provides a locus for Wenger's concept of 'engagement' as the active involvement in mutual processes of negotiating

meaning. 'Imagination' can then be invoked as creating images of the world (of education) and making connections across time and space; and 'alignment' is the coordinating of energy and activity to contribute to broader enterprises (Wenger, 1998).

Within such a context, we should welcome the prospect of University Practice Schools or specialist Training Schools setting the stage as instructional activity settings providing a 'quality of learning' perspective under the auspices of Learning Academies. Such satellite training centres based in consortiums forming Collegiate Professional Learning Networks could create much more flexible and creative models and would signal that teaching had matured into a learning profession (see Brighouse, 2002). As habitats for clinical academics and expert teachers (who might also enjoy University Teaching Fellow status), they would have all the resources of HEIs and Local Authorities at their disposal. In the future, we could even envisage such centres of excellence for advanced learning and professional development sharing the same site as Higher Education Departments or Schools of Education and facilitating the establishment of (internationally) networked pedagogical training laboratories for both real and virtual modes of 'lesson study'. Here groups of beginning teachers would work under the guidance of an expert practitioner and an educationalist on the design, implementation, testing and improvement of 'research lessons', thereby refining and validating productive pedagogy and generating consensus about the qualities and attributes of an accomplished practitioner (Lewis, Perry & Murata, 2006).

The 'discipline' of natural consequences

The consequences of teacher education institutions giving the onus of responsibility for professional development back to the profession are difficult to predict but should not necessarily be viewed negatively. The role of education departments within the university has long been problematic and would benefit enormously from a tighter focus on core mission rather than the ongoing maintenance of activities - research, teaching and student supervision on professional learning placements - that have become inherently incompatible given the intensification that characterises higher education in the contemporary era. Indeed, by focussing on their core business of educationally relevant knowledge discovery, design and transfer and cultivating organic links with schools and professional networks, an opportunity opens up for university-based teacher educators to reclaim a distinctive identity and role-relationship within the wider education community. By 'freeing-up' as a thought collective, they could legitimately respond to the need for contextual adjudication between equilibrium and transformation by seeking to take on the mantle of what Gramsci (1964) commended as 'organic intellectuals', understood as thinkers who operate and are respected as 'engaged professionals' within a community and who gain authority on account of their authentic expertise and through being seen to mediate reflexively the outlook and aspirations of that community. As

such, and only as such, will their mandate to articulate the subtle ability education has to challenge those who believe themselves to have a monopoly on established reality, be renewed. Such a rejuvenated corpus of education professionals, working in centres of higher learning with a strong sense of the integrity and sovereignty of education, would represent a formidable resource, addressing the question of quality in education not in terms primarily of market expectations but the quality of practice experienced by students and teachers.

The (ongoing) partnership project of 'professionality'

Practically speaking, the first steps towards untrammelled partnership have been well rehearsed but little acted upon. What is needed is simply to make clearer, more accessible pathways where we want people to walk. Partnership patterns can be nurtured (rather than prescribed) along the following lines:

- In schools, by establishing an audit of the partnership trail in initial and continuing professional development, research and innovation. Involvement in partnership needs to be evaluated in terms of its impact on learning gains (the climate of learning, whole school test results, SATS if applicable, motivation for learning, etc), whole school activities, whole school ethos, behaviour, attitude to school, resources available, professional development opportunities, parental attitudes, staffroom culture, workforce and workload management and learning solutions (problem solving).[4] The results can inform the school's self evaluation and be documented accordingly as investment in continuing improvement.
- In HEIs, by structuring an associative conversation with schools through innovative staffing practices that recognise that Education in HE is parasitical upon the lifeblood of schools. Teacher education institutions should encourage shared appointments, secondments and systematic purposeful presence in schools by academic teacher-researchers as the *sine qua non* of legitimate claims for the impact of their initial and continuing professional development and research activity.[5]
- In government agencies, by formulating a key strategic indicator in relation to education and children's services that capitalises on the joined up 'affordances' of connectedness that partnership provides, and encourages evaluation of the impact of partnership activities by the sector as a whole.

In our 'futures' thinking about a partnership-of-professionals-in-practice, we should be ambitious for a bold approach to teacher professionality. It should not

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4   Dr Steve Hurd at the Centre for Research and Development in Teacher Education, The Open University is developing a sophisticated instrument of measurement in this respect currently being piloted in the North West of England [contact s.j.hurd@open.ac.uk].
5   The Teacher Education Advisory Group (TEAG) – a sub-group of UUK – UCET and the TDA are devising a 'new blood' resource scheme for teacher education that features a concept of the clinical-academician-researcher who could provide the test-bed for such a scheme in England.

surprise us that one of the things that emerged from the TDA *'Futures'* exercise was an overall consensus that one constant in the flux of change was to be found in modes of professionalism that were principled, value-based, vision-oriented and culturally entrepreneurial. This reflects Goodson's (2003: 132) claim that, 'teaching is, above all, a moral and ethical vocation, and a new professionalism needs to reinstate this as a guiding principle'. I want to suggest that in the context of partnership, indeed as part of its venture of 'value-creation', there is now the prospect of the reclamation of three interrelated projects by educators that have been eclipsed by recent reforms which have lost sight of the fact that educational ethos is much more a matter of emergent practice and experience rather than something which can be prescribed or laid down from above by central authorities.

Personal mastery – as intentionality

One is the project of imbuing students and teachers with a feeling of personal mastery as "a special sense of purpose that lies behind … vision and goals … so that [these people] feel as if they are part of a larger creative process which they can influence but not unilaterally achieve" (Senge, 1990: 142). On the basis of neuroscientific insights, "the conscious/subconscious self is a complex and dynamic whole uniting body and brain" (Sankey, 2004: 11). The new neurodynamics may offer an enlarged conceptual framework for understanding interrelations and also provide warrant for believing that meaning and value are not simply the products of the brain, but rather operate in creating the individuality of brain such that selves can be understood as constituted of meanings that have values and make choices. Predicating teacher professional formation and development on newer conceptions of the human subject will enable conceptions of 'learner', 'teacher' and 'education' to become more responsive to environmental change and the multiplicity of social demands and emotional needs, particularly in relation to the emotional investments of teaching and learning. Moreover, as these are not simply a by-product of the brain, but rather formative in creating the individuality of brain and mind, school can be seen as one very important arena of experience where meaning and value can be assimilated into the neural connections that make students who they are. As Sankey (2004: 15) concludes: "Values and meanings encountered in the process of education not only influence the conscious choices and actions of students, they also contribute to the making of each individual brain and influence what each self will do when actions and choices are initiated subconsciously".

Self-realisation - as relationality

The second project is the pursuit of self-realisation that involves the fullest development of the virtuous aspect of one's nature. This needs to go beyond the notion of a particularised creative project of individual growth or flourishing to reflect the shift in philosophy (and the social sciences) from a predominately individualistic matrix to 'relationality'. It involves seeing humans as relational

beings - not static entities reconstructing existing social knowledge, but reciprocal agents involved in a dynamic, historically conditioned movement in search of secure reality.

We need to give greater prominence to the cultural significance of being a person, the shape of living, and to spiritual (non-material) 'affordances' and sensibilities – that is, to acts of social existence that form the nurseries of wisdom, a renewed sense of moral agency, ethical sensitivity and spiritual ballast to correct the 'despairing sense of nullity' and other pathologies of the modern psyche that have accompanied the denial of our higher nature This will require furnishing teachers-in-the-making with an intellectual disposition or readiness for strengthening the support for structuring cultural identity and countering spiritual (as well as material) deprivation with a stronger emphasis on the vistas which constrain and fill our conceptual space for making meaning.

Principled Autonomy – as mutuality

The third project involves recovering a proper sense of principled autonomy (Hill, 1992) "developed reflexively in interaction with others" (Heathcote, 1997 quoted in Collins et al., 2002: 142). This is an organic concept of mutual good with an ethos of broader concern and consonance than isolating individual personal autonomy, because education professionals have wider responsibilities to the communities that circumscribe their existence and the learning communities in which they work. They are quintessentially 'partners'.

Together, these projects provide a framework for developing the professional persona of educators alongside their knowledge-and-skills-base. Their resurgence would make possible the pressing task of reconnecting professional credentials to the 'generous' tradition of education, and constitute an implant in the educational psyche of an organ for dynamic of professional learning that provides continuing refreshment as careers (and years) advance. This in turn points towards a higher, richer way of living incorporating a vision and sensibilities that leave room for the indeterminately foreseeable adaptability of human freedom and creativity.

To end briefly, perhaps we should coin a new slogan for a new era: **'No Parenthesis'!** Thank you all for listening.

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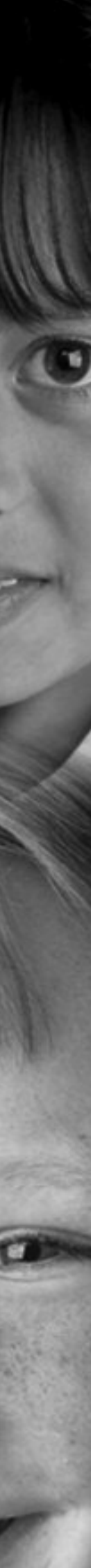
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SCHOOL-UNIVERSITY PARTNERSHIP IN TEACHER EDUCATION IN SCOTLAND

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Introduction

The purpose of this contribution to the conference theme is to offer a perspective from Scotland on partnership between schools and universities, with particular reference to the education and continuing professional development of teachers. However, the theme is an international one and it may be of value to seek to locate the discussion in that wider context. The paper will therefore begin with an analysis of international best practice in school-university partnership; it will then seek to assess developments in Scotland against that standard; it will move then to a discussion of some of the obstacles that appear to hinder further enhancement of partnership; and it will conclude by reference to a highly promising development in Scotland.

Internationally acclaimed partnership models

In the literature on school-university partnerships there are four striking examples of partnership arrangements that have attracted significant critical attention and acclaim. These are Professional Development Schools in the USA; the Oxford Internship Scheme in England; the Learning Consortium in Toronto; and Practice-based Partnerships in Australia. While these initiatives differ in many ways, they share certain key characteristics which, it is maintained, contribute to their effectiveness. There are eight of these.

Research and development rationale, including staff development

These initiatives are clearly conceived as exploratory, the collaborative testing of shared assumptions about professional action, the evaluation of that action with a view to its improvement, and conjoint engagement in a process which alters the way participants relate to each other as well as their understanding of education and the teacher education process.

Shared power

School staff and university staff are equal citizens in the republic of partnership: neither seeks to dominate or manipulate the other.

Multiple activities and not simply initial teacher education

The fundamental purpose of the partnership is not simply to secure more effective arrangements for the professional preparation of teachers but to locate that professional preparation in a context of shared research, shared teaching, joint planning, and academic interchange of many other kinds. Teacher education then becomes integral to a professional relationship rather than a piece of ad hoc cooperation.

Complementarity: fusion of university knowledge and craft knowledge

Learning to teach is to draw on two knowledge bases: the knowledge of reading, research and the university on the one hand, and the craft knowledge of the experienced practitioner on the other. The latter contextualises and humanises the theoretical perspectives of the university researcher, as well as providing a test of its validity and relevance.

Reciprocal benefits

Partnership, it has been claimed, is a two-way street. The university gains by having its students placed in a dynamic professional learning environment, and by enjoying a ready context for research and enquiry, while schools have can access the research expertise of the university to support and enhance teaching and learning and to evaluate their own educational effectiveness.

Some schools, not all

There is an argument, strongly held in Scotland, that participation in teacher education is a professional obligation, a contribution every teacher should make as a form of service to the profession. On the other hand, the kind of partnership under discussion calls for significant investment of time, of professional expertise, and of money. There is merit in building a particularly strong relationship with a restricted number of schools, which become, in effect, federated to the university, with all the two-way benefits such a relationship confers.

Mechanism for managing collaboration

Professional collaboration does not simply happen: it must be planned and managed and nurtured. There is a need then for some mechanism, drawing on expertise across the school/university community, to thrash out policy, to lay plans, and to monitor progress.

Committed resources

In education, as in other spheres of human activity, the best laid plans and the most aspirational visions can fail to materialise because the necessary resources

are not made available. Making an investment of resources is an unmistakeable demonstration of commitment.

The state of play in Scotland

By invoking such criteria of effective partnership it has to be noted that no attempt is being made to postulate an unachievable level of provision. The criteria enumerated are real, rather than imagined: they describe the best international practice. How does partnership between schools and universities in Scotland measure up to such a demanding standard?

There has been significant progress on several fronts. Firstly, Scotland has developed a series of standards to mark particular levels of professional achievement. These involve:

The Standard for Initial Teacher Education: the competences, understandings and dispositions that student teachers must demonstrate before they can graduate as teachers.

The Standard for Full Registration: teachers may not teach in Scotland's schools unless they are formally registered with the professional body, the General Teaching Council for Scotland (GTCS,), established in 1965. This standard represents the competences, understandings and dispositions that teachers must be able to demonstrate before they can be formally registered with the GTCS.

The Standard for Chartered Teacher: introduced in 2004 after extensive consultation with the teaching profession and other members of the educational community, this standard represents a significantly higher level of professional accomplishment as a teacher, and as a contributor to the educational life of a school, to the education of teachers, the further professional development of colleagues, the professional debate on teaching and learning, and the public discussion of educational issues.

The Scottish Qualification for Headship (SQH): the standard which represents the qualities, skills and understandings required to undertake the responsibilities of headship.

These standards have been developed through consultation and may be said to represent a professional consensus on how the professional education and continuing professional development of teachers should be structured. The existence of these standards is evidence of a community of conviction about what matters in teacher education and serves to reinforce the compactness of Scotland as an educational entity. One of the significant features of the framework is that it is professionally endorsed by the GTCS as well as by the universities, each professional award made by the GTCS having a parallel academic award conferred by the universities. That joint oversight of the framework ensures that

programmes leading to a standard are both professionally appropriate and academically rigorous.

Initial teacher education

All programmes of teacher education must be accredited by the GTCS. That body has promulgated a set of expectations about the involvement of teachers in all aspects of initial teacher education: selection of students, course planning, placement supervision, and assessment. All of these features are now strongly embedded in teacher education programmes in Scotland, and have been for many years.

More recently, there has been a development which marks a closer bond between the teacher education institutions (TEIs) and the teaching profession. Funded by the Scottish Executive, three consortia have been established, in the east, the west and the north of Scotland, to oversee the placement of students in schools. Each TEI makes known its placement requirements and the coordinator of each consortium, an education authority appointment, has responsibility for liaising with schools to ensure that the necessary placement opportunities are found. There is no doubt that this initiative relieves the TEIs of a massive administrative burden; however, it also enables authorities to ensure that the important work undertaken by schools in teacher education is more evenly shared across schools.

Probation

One of the established features of teacher education in Scotland is that, following graduation, teachers serve a period of probation in schools, and full registration depends on a report from the headteacher to the GTCS, testifying that the teacher has made a satisfactory adjustment to professional life. Over the years, several research studies pointed to the unevenness of the probation experience and the failure of employing authorities to provide beginning teachers with the sustained engagement in a school upon which the system of probation depended. In consequence, many teachers had a rather halting and unsatisfactory beginning to their career.

To address these shortcomings new arrangements were introduced in 2003-04. Now every teacher who graduates from a professional teaching programme enjoys a guaranteed year's teaching in a school, with a maximum timetable commitment of 70%, with the remainder of the time devoted to mentoring, for which the school receives additional funding, observation of teaching, preparation, and other relevant activities. During this period the probationer is a fully paid member of the school staff. The scheme is managed nationally by the GTCS, with each student nominating a number of preferences with regard to work location, and the GTCS, in collaboration with employing authorities, seeking to secure optimum placements. Clearly such a scheme confers numerous advantages. There are, however, two difficulties. Firstly, there is a tension for

schools between participation in the scheme and securing an adequate number of permanent staff, since at the end of the period of probation places have to be found for the new cohort of probationers. Secondly, the new arrangement, which culminates in the award of full registration with the GTCS, creates an ideal opportunity for continuing collaboration between TEIs and schools. However, these institutions have little involvement to date in the probation arrangements.

Continuing professional development

CPD offers scope for close collaboration between schools and universities. The framework for teachers' professional development is a partnership initiative. There is often shared planning and delivery of programmes, with university and education authority staff teaching together and jointly supervising student investigations and dissertations; the focus of the studies is professional learning, learning that is work-based and involves the application of theoretical perspectives to issues that are of direct relevance to the work of schools. Moreover, these CPD programmes are modular, based on the credit accumulation principle, and all contribute to a national scheme of postgraduate certificates, diplomas and master's degrees. The most encouraging feature of the provision is that it creates opportunities for extending into teachers' CPD precisely the kind of partnership with universities that characterises initial teacher education.

There are currently two threats to the continuation of that partnership. The SQH and the Chartered Teacher programmes, when first introduced, provided an "accelerated" or an "accredited" route, which sought to enable those with very substantial experience of development work to obtain the professional qualification without completing the university programme. While these were seen as temporary opportunities that might lapse once the initial wave of experienced practitioners had obtained the professional award, there is now a move to allow these routes to professional recognition to be made permanent. If that were to occur, the close link between the universities and the profession would be de-coupled, thus reducing the universities' capacity to make the intellectually challenging contribution to the CPD of teachers that is one of the strengths of the current arrangements, and weakening he credibility of the awards made.

Scotland and best international practice

While, then, there have been substantial partnership initiatives in Scotland and determined efforts made to strengthen school-university collaboration, the outcome to date has fallen well short of the examples of international best practice discussed above. There has been an absence of collaborative research and development; in no sense has shared power been a reality, the universities frequently being reduced to supplicants for school experience placements; there has been a heavy concentration on ITE; universities are seen as the main beneficiaries; there has been strong resistance to the establishment of "training"

schools in which substantial investment could be made; and partnership initiatives have been vitiated by an astonishing national reluctance to commit the resources necessary to transform partnerships into the flourishing contexts for teachers' professional education they have become elsewhere.

Obstacles to progress

The obstacles standing in the way of further progress are all too east to enumerate: there has been quite remarkable failure of the government over many years, despite repeated and strenuous promptings by the teacher education community, to establish a national framework for partnership, and with that a marked reluctance to commit resources to it. Repeatedly, there has been a refusal to make a school's work in teacher education a feature of the inspection process, a move that would have transformed the attitude of schools to partnership with universities. Even the reformulation of teachers' terms of employment in 2000 managed to eliminate the obligation of teachers to engage in the induction of new members of the profession. In the absence of that national commitment, individual TEIs were left to negotiate whatever arrangements they could, but were unable to offer schools the resources that would have made partnership a more vital feature of their work.

For their part, schools were concerned lest too heavy an involvement in teacher education might deflect them from what were judged to be more pressing concerns, such as the academic performance of their pupils as judged by national examinations. There developed a view, often publicly declared, that "teacher education is the job of the university"; there was a strong distrust of "training" schools; and there was a fear that the introduction of partnership that entailed mentoring and the possible transfer of funds from TEIs to schools would result in the "Englishing" of Scottish education, a view which served to reinforce the strain of professional conservatism. Faced with such an unpropitious context, TEIs could be forgiven for experiencing a sense of isolation. Then, when these institutions became incorporated into universities through the nineties, their staff faced the pressure to contribute to the drive to enhance university research ratings and in that way increase their income and enhance their reputation. Against that background, it is easy to see why stronger progress in partnership did not materialise, although that is not to disparage what has been achieved, or to undermine in any way the efforts of thousands of committed teachers, headteachers and education authorities over many years to the professional preparation of their future colleagues.

A promising opportunity?

There is now a hope that the drive to a richer form of partnership will be quickened. The Scottish Higher Education Funding Council and the Scottish Executive have jointly funded the Applied Educational Research Scheme. This inter-university initiative seeks "to examine the central concept of the community

of enquiry construed both as a mode of evidence-based CPD for teachers and also a mechanism for the enhancement of school learning". These are early days, of course. However, as a spate of recent research papers have demonstrated, there has been a very strong commitment in the universities to build partnerships of enduring professional value. The efforts that have been devoted to achieving that goal have gone largely unacknowledged. This major research and capacity-building venture may provide the impetus that Scotland needs to take its school-university partnership on the way to rivalling the best.

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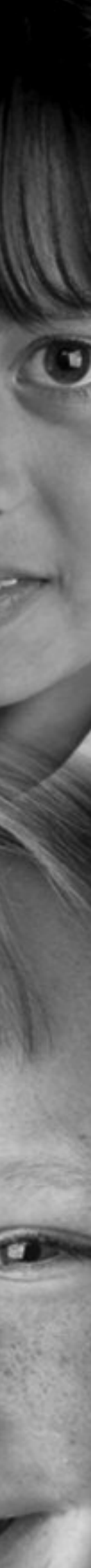
KEY MESSAGES ON TEACHER EDUCATION

Ms Emer Egan
Assistant Chief Inspector, Department of Education and Science, Dublin

This presentation was made at a time when the policy position of the Department of Education and Science in relation to the continuum of teacher education was under review; this work is ongoing. The focus of the presentation was on identifying the key messages on teacher education and on partnerships between Higher Education Institutions, teachers and schools which are emerging from national, European and international studies. In proposing how these messages are relevant to the achievement of the objectives for system development which the Irish education system currently embraces, the drive towards improvement in teaching and learning was emphasised. The benefits which can accrue from the creation of synergies between teachers, schools, HEIs and the education partners were also described, and the presentation concluded by providing examples of practice which illustrate such developments.

Slide 1
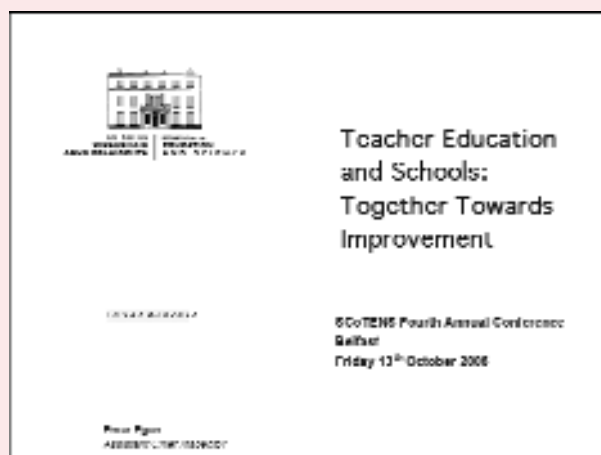
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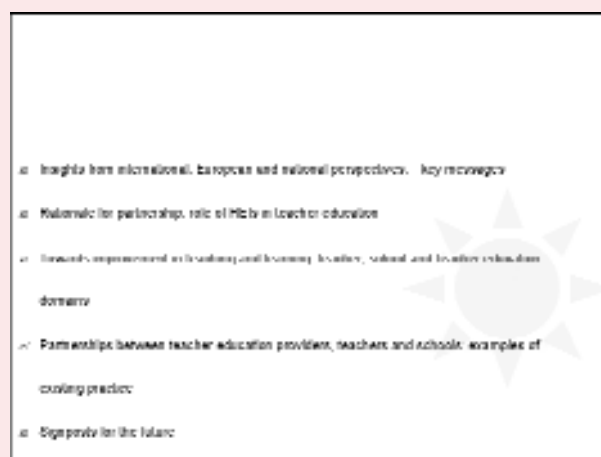
Slide 3

International, European and national ...

- OECD (2005): *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*
- EU: Education 2010 (Lisbon Agenda); Common European Principles for Teacher Competences and Qualifications, Peer Learning Activities
- National reviews of teacher education (200?)
- Legislation: the Education Act (1998); the Teaching Council Acts, 2001 and 2006

Slide 4

Continuum of learning

- Initial teacher education, induction and continuing professional development: connection
- Lifelong learning frameworks/skills. ITE provides the foundation, on-the-job skill development
- Teacher formation: development of skills of reflective practice; teacher as researcher
- Attention to development of subject and pedagogical knowledge at each stage throughout the career
- Primary role for schools as site for learning, schools as learning communities

Slide 5

Teacher Education

- Referenced to a profile of the knowledge, skill and competences required of teachers in today's schools, related to expectations for student learning, requires understanding of what constitutes accomplished teaching
- Formalised partnerships between providers, teachers and schools, rethinking role of field experiences; provision of broader experience
- Underlying respect for evidence: a culture of research, enquiry and data analysis
- Discrete but connected roles for HEIs, providers, schools, teachers and students: fit?

Slide 9

Towards improvement in teaching and learning

- Prepare self review and development planning
- Improved student outcomes is the focus of school improvement efforts
- **Links teacher development to school development and improvement**
- **Leadership a key factor in improvement activities**
- Informal learning valued [innovation, joint problem solving, networking, sharing experience]
- Professional dialogue is promoted within and between schools
- Research and development integrated into school's work

Slide 10

Towards improvement in teaching and learning

This may be the core issue for teacher education in the future: how to provide the knowledge and skills that teachers need to begin teaching and start them on a course of development that will lead to self-sustaining generative change and development of the capacity for self-regulation and independence which ultimately will contribute to a high quality of learning experience for their pupils .

Kellaghan, I. (2006). The Future of the Teacher Education Continuum in Ireland. Challenges **and Opportunities**

Slide 11

Towards teachers who are

- prepared, as professionals, to be competent in subject knowledge and pedagogy, and able to cope with the demands of a career in teaching
- prepared for a role in schools which extends beyond teaching their subject
- provided with opportunities to engage in field experience in an environment which supports the type of learning promoted by the ITF provider
- provided with support during the early years
- committed to lifelong learning and linked: professional development activities, improvements in their own practice, student progress and overall school improvement

Towards schools which.

- develop as communities of learners
- link teacher learning to school improvement
- provide for both on and off the job professional development
- network with providers and other schools
- mentor student and beginning teachers entry to the profession
- give status to good teachers

Towards teacher education institutions which.

- prepare students for the role they will play in schools
- are driven by a culture of research and inquiry
- ensure close co-operation between the institution and the schools in which students and graduates teach
- focus attention on activities which will lead to pupil learning gains
- involve master teachers in the delivery of programmes and supervision of teaching practice
- are involved in supporting the lifelong learning of teachers and schools
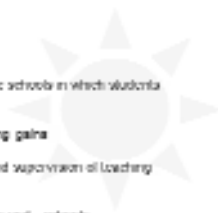
- Development of teaching as a profession
- Enhancement of the status of teachers by valuing classroom expertise
- Teacher and school development, access to relevant professional development, onfull etc.

  enhanced formal pathways for consolidation

- Personized development of roles of teachers in schools
- Development of broader roles of teachers in schools
- Development of learning communities in schools

Slide 15

Facilitating dialogue, understanding and action ...

- ITC: Teacher Professional Development Partnership Schools' Project, St Patrick's College, Drumcondra and ten primary schools

  [illegible small text]

- [illegible] Teacher Induction and Initial Project (2000 – 2003), University of Limerick

  [illegible small text]

Slide 16

Facilitating dialogue, understanding and action

- National Pilot Project on Teacher Induction:

- Primary: based in St Patrick's College, linked to all ITE colleges

- Post-primary: based in University College, Dublin ; expanding to include other ITC colleges

- [illegible] Research base established [illegible]

  [illegible] project, new phase – building capacity through mentor training

Slide 17

Facilitating dialogue, understanding and action ...

- Linkage between support services and ITEs:

- School Development Planning Initiative : School Planning Diploma (NUI, Galway)

- Second Level Support Service (SLSS): Post Graduate Diploma in Educational Studies (Trinity College) Linked to Master of Studies programme

- [Education Centre] Respond Project: Co-ordination of Support Services to build capacity/support the Learning School. Academic advisor appointed to the project

Go raibh maith agaibh

Thank you

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WORKGROUP 1

THE PARTNERSHIP DIMENSION TO SCHOOL BASED WORK (NI)

Presenters: Dr Colette Gray and Ms Sarah Behan, Stranmillis University College, Belfast.

In presenting findings from a recent study which examined the impact of a school-based work (teaching practice) initiative aimed at improving the experience of its student teachers, the facilitators hoped to engage partners in both the North and South in further inquiry. The study in question took a formative evaluation based approach. The research team were selected on the basis that they had no prior involvement in school-based work and were independent of the process. Survey instruments were designed to elicit data on the impact of the new initiative on the main stakeholders involved in school-based work: partnership schools, HEI tutors and student teachers. To extend and enhance survey findings, qualitative data were also generated from one-to-one, small and focus group interviews with school principals, teacher tutors, HEI tutors and student teachers.

In essence, the initiative involved changes to the pattern of the school-based work element within a four year BEd degree programme, offered by one HEI, which admits student teachers to either a primary or post-primary degree pathway in a number of subjects. For instance, rather than have all block placements taking place in the second semester, between 2004 and 2006 some of the placements were relocated to the first semester of the academic year. In the event, second years had their six weeks split into two blocks with half conducted in first semester, and fourth years spent their full eight weeks in schools before the winter holiday. This required the HEI tutors to sustain much of the college-based instruction whilst overseeing student teacher placements which inevitably continued throughout the year.

Evidence suggests that most schools found it easy to accommodate the new pattern of school-based work which had no effect on school timetables (83%) or on staff workloads (78%). Moreover, the majority of schools believed students benefitted from being in schools at different times of the year. Similarly, the majority of students were satisfied (73%) with the pattern of school based work and the timing (81%) and duration of their block placement (88%). Moreover, most (84%) believed the arrangements had a positive impact on the development of their teaching skills and that it had positively impacted upon their participation in school life (56%).

In contrast, time management was a concern for the vast majority of HEI tutors (84%), who believed the new arrangements reduced them to a situation where they were organising school visits around their teaching commitments.

Consequently, just over half (52%) claimed they had less opportunity to observe students in practice, and to support and/or evaluate students (48% for both). Consistent with this latter point, student teachers also noted that increasing HEI tutor workloads had a negative effect on the level of support and feedback given. Comments from school principals, teacher tutors and students lent further support to these claims. In particular, teacher tutors were concerned with the quantity and quality of interaction between themselves and HEI tutors. Recognising the limited time available to HEI tutors, teacher tutors described school visits as 'rushed' and noted that the new arrangements left them less time to discuss individual students with HEI tutors.

Essentially, while schools appeared largely unaffected and the experience of the student teachers was enhanced, HEI tutors, who described 'wasting time rushing between schools and lectures', were most affected by the changes. They believed this had a negative impact on their ability to deliver quality lectures and on their interactions with schools and students. Consequently, what would appear at first glance to have been effective, on closer inspection seems to have had a negative impact on HEI tutors, which in turn has consequences for partnership schools and students. In particular, the lack of flexibility in the new initiative resulted in HEI tutors having less time to:

• React to requests from schools;
• Discuss student progress with schools;
• Build effective partnerships;
• Interact with students within the institution & school environment;
• Give meaningful feedback;
• Prepare lectures.

The systematic overview illustrated below demonstrates the impact of the new initiative on the key stakeholders involved in school-based work and serves to highlight the pivotal role of the HEI tutors in the that process.

Figure 1. The pivotal roles of stakeholders involved in school-based work
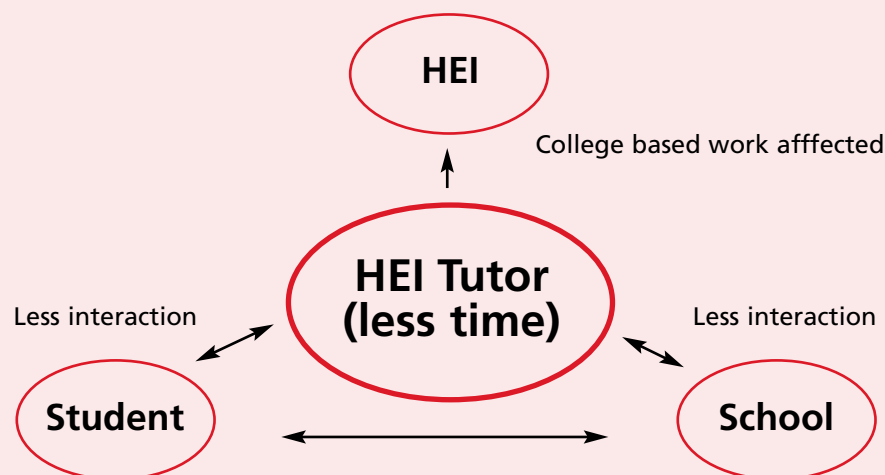
Conclusions were that any initiative which impacts on one stakeholder within the school-based work partnership will have ramifications on the partnership as a whole, especially when the stakeholder in question holds a pivotal role within the partnership framework. Problems need to be identified and dealt with early so that each partner can carry out their role effectively. In this case, consideration should be given to reducing the demands placed on HEI tutors. For example, by ring fencing time for school visits, tutors could better concentrate their efforts on students in placement and on building effective partnership.

Findings were well received by delegates with a number of questions put to the facilitators regarding the methods employed in capturing the data. The definition of roles within partnership-based teacher education was explored and delegates were interested in the notion of opening dialogue between schools and HEIs. Rounding off the session was a request for members of the workshop to partner the facilitators in proposing research to further the themes raised at this well attended seminar.

WORKGROUP 2

SCHOOL EMPOWERMENT THROUGH ICT (NI)

Lead presenter: Mr Byron Evans, Regional Training Unit

This presentation focussed on the work of a programme of professional development for teachers and school leaders entitled 'School Empowerment through ICT'. The programme involved 48 schools across Northern Ireland: twenty two primary, twenty two Post-Primary schools and four special schools.

The programme was supported by the Department of Education and managed through the RTU in partnership with the N. Ireland Education and Library Board's ICT Advisers. Dr. Reg North carried out an evaluation of the programme. Partners also involved included BECTA, the Open University Teach and Learn Net, Armagh Multimedia Access (AMMA) Centre and Studio-On.

The presentation was made by Byron Evans on behalf of the RTU, Geraldine Taggart on behalf of the ELB partners, and Mary Jo O'Carolan at St Columb's College representing the schools' perspective.

The aim of the programme was to explore an 'online collaborative community' approach to developing the ICT competence of staff and embedding ICT into the life and work of the school, in the context of school development planning and whole school improvement.

A key feature of the programme was that the schools involved would work collaboratively in clusters. Just over one hundred schools responded to a mail-shot describing the programme aims sent to all schools. From this group the management partners identified participating schools and formed the final ten Primary and Post Primary clusters. Facilitated by the ELB staff the clusters proposed and developed cluster professional development and budget plans. Each school could access up to £3000 but only against items identified and agreed within the cluster budget. The main intention here was that the funding should be used to secure staff time in the form of substitute cover.

Getting the clusters started involved: participation in an RTU Summer School event during August 2005, at which participants were introduced to Teach and Learn Net and to Learning Northern Ireland, which the management group had identified as the main tool for supporting online collaboration; and attendance, by each school's 'pilot leader', at the annual Scottish Education and Teaching with Technology conference in Glasgow in September 2005.

As part of the programme, and funded separately, principals were expected to engage in an RTU programme, 'Technological Leadership'. The content and timing of this four day programme was modified to meet the developing needs of the overall programme and the final day was used as an opportunity for the clusters to present the work done. A video of some of the work done in one of the clusters was presented. During the year the schools were able to call on additional support from HEIs and other bodies such as AMMA and Studio-On.

In discussing the practical workings of the programme and the findings of the evaluation, it was noted that the professional development work done by staff represented a significant return for the relatively small sums of money available and clearly reflected positively on the good will and commitment of those involved. There was a relatively short timescale for such ambitious change involving so many elements, many of which such as TalNet and LNI were at early stages of their development.

WORKGROUP 3

PARTNERSHIP IN TEACHER INDUCTION: THE TEACHER INDUCTION PILOT PROJECT (RoI)

Presenters: Dr Maureen Killeavy, University College Dublin, and Ms Regina Murphy, St Patrick's College, Drumcondra

This workgroup which focused on teacher induction, was presented by Dr Maureen Killeavy (University College Dublin) and Regina Murphy (St Patrick's College), and chaired by Dr Pauric Travers. The theme of the seminar was "partnership" and the presenters described how the National Pilot Project on

Teacher Induction (NPPTI) had evolved over the past five years in the Republic of Ireland. A comprehensive report on Phases 1 and 2 (2002-2004), written by the presenters, formed the basis of the presentation. As well as reporting on the evolution of the partnership dimension of the project among the stakeholders in education, the workshop also symbolised partnership at another level in that the dimensions of the project were described and explained in a seamless manner by the presenters as representatives of the two sectors in the project: primary and post-primary.

Five key elements were highlighted in the presentation: the genesis of the NPPTI, aims and objectives, research, design and operation of the project, and preliminary findings from the primary and post-primary pillars. The workshop also provided an update on the status of the NPPTI, currently in Phase 5. Throughout the workshop, opportunities were afforded to share experiences of some of the ongoing issues and enduring research questions emanating from the project. This discussion and sharing of insights from both jurisdictions was both important and valuable.

Genesis of the NPPTI
As a result of a developing debate on teacher induction in the Republic of Ireland throughout the 1990s and in light of the recommendations of various reports, the NPPTI came into operation in 2002 with the aim of developing a national policy on teacher induction. It is funded by the Department of Education and Science and is based on a partnership model involving the DES, St Patrick's College and the School of Education and Lifelong Learning (formerly the Education Department) at University College Dublin, the teacher unions and the regionally based education centres.

Aims and objectives
The general aim of the project is to develop proposals for an effective programme of induction for newly qualified teachers which would be tailored to their particular professional needs and sensitive to the strengths, requirements and challenges within the Irish education system. Other objectives include:

• To identify professional, employment and social issues;
• To investigate the most effective means of providing support;
• To provide professional development opportunities;
• To investigate international models of best practice;
• To develop and evaluate models of induction; and
• To explore the role of teacher education institutions.

In the early Phases of the project, newly qualified teachers (NQTs) were defined as primary or post-primary teachers in their first year of full-time teaching, either in a temporary or a permanent capacity. In certain cases at post-primary level, teachers changing their role and responsibilities within the profession were considered NQTs.

Research on teacher induction

Drawing on a large body of research, the presenters used the term 'induction' to describe the phase in the lifetime of a teacher between the experience at preservice and that of becoming a fully qualified professional. Well-structured induction programmes have been developed in recent years in many countries. The authors acknowledged the various induction initiatives that have taken place in, for example, County Dublin VEC, Coláiste Mhuire Marino, Mary Immaculate College Limerick, and Trinity College Dublin. On a more formal level, the model employed in Northern Ireland has been particularly illuminating in the examination of national models for the South. Other countries that have been studied include Scotland, England, Wales, the United States, Canada, Australia, New Zealand and several European countries. Such programmes help newly qualified teachers through what is often characterised as a stressful and challenging time in their lives and provide them with a foundation for long-term and sustained professional and personal growth. Research indicates that poor induction can have many negative consequences which can result in, at best, a reversion to traditional teaching methodologies and, at worst, high attrition from the profession. Conversely, beginning teachers who are provided with continuous support are much less likely to leave the profession, are more likely to get beyond personal and class management concerns quickly, to reflect on and evaluate their practice, share ideas and experiences with their colleagues, work collaboratively to solve problems and to focus on student learning sooner (Coolahan, 2002; Darling-Hammond, 1998).

Effective teacher induction comprises mentoring, release time, observation, reflective practice, action research and professional development, and ensures that teaching responsibilities are allocated which are commensurate with beginning teachers' skills and experiences. The over-riding determinant of an effective induction system is that it is based on collegiality and collaboration and a 'bottom-up' approach, premised on the principle of partnership, with shared responsibility and common goals.

Research within the NPPTI: needs analysis

The NPPTI has been conducted as an action research project involving a study of models in other countries, needs assessment, questionnaire-based quantitative research, and various methods of qualitative research, including focus groups and interviews. In Phase 1, an analysis of the needs of NQTs in primary and post-primary schools was conducted. This revealed that induction provision was required urgently if attrition from the teaching profession is to be prevented. Less than one-third of all NQTs entering the post-primary teaching profession had access to any form of induction support, and difficulties in retaining teachers at this level are at least partly attributable to lack of induction support. Most beginning teachers found their first experience of teaching enjoyable and rewarding and for the most part they managed well. However, NQTs who had the opportunity to avail of an induction programme experienced a significantly higher level of professional support from all the teachers in their schools, and it is

clear that for induction to be successful there needs to be a supportive induction culture in the school.

Design and operation of the pilot project
A key feature of the pilot programme at primary level has been the systematic investigation of a variety of possible methods of delivering support to NQTs: mentor training, mentor support for inductees, time for observation and planning, professional development seminars, support for NQTs at whole-school level, dissemination of information to the inspectorate, website development, involvement of education centres, and the incorporation of expertise from teachers and teacher educators.

The primary and post-primary pillars of the project have been conducted as an exploratory case study based on a collaborative action research model. Various induction models have been explored, depending on the circumstances of the schools and the NQTs. The project has involved schools in the Dublin area as well as in neighbouring counties, in a variety of school types. Workshops and seminars are provided for both NQTs and mentors, and there is also a school-based element, which generally takes the form of ongoing consultative advisory meetings between the mentor and NQTs, and arrangements for classroom observation.

Findings: primary
Findings from Phases 1 and 2 indicate that the needs of participant NQTs in their first two weeks of teaching and throughout their first term are planning, classroom management, catering for different abilities and discipline. At the end of their first year, NQTs have identified the following as needs at the start of teaching career: knowledge of school policies, the special education needs of children in the class, health and safety issues, school policy on discipline, and information on the location of school resources.

Observation, in many forms, is regarded as a powerful catalyst for active learning and has made a strong contribution to the growth of the NQT to a fulltime professional. Mentors acknowledge the value that NQTs bring to the whole school. In addition, the experience of mentoring has a positive impact on the mentor. However, mentors are strongly of the opinion that the assessment function of probation should be kept separate from induction. Allocation of time for meetings between mentors and NQTs is consistently mentioned as problematic.

Findings: post-primary
The induction seminar and workshop programme designed to meet the expressed needs of NQTs for resource provision in specific areas was considered very helpful; so too were the mentor training seminar and workshop programme designed to meet the needs of mentors in providing support for NQTs. Induction is found to be helpful also for teachers in their second year who have not had this

opportunity in their first year, and for experienced teachers who have transferred within the profession.

Clearly, participation in induction is considered to have beneficial effects for the mentors themselves as well as for the NQTs they support. A whole-school induction culture seems to be the most appropriate way to support newly qualified teachers entering the profession, and a supportive collegial culture is of crucial importance if newly qualified teachers are to prosper professionally. However, time for meetings between NQTs and mentors still proved to be a challenge.

The authors drew attention to the fact that arising from the research, the Report on Phases 1 and 2 includes recommendations for policy at various levels: system level and school level, with specific proposals for principals, mentors and NQTs. Consideration is also given to the role of colleges of education and education departments in the universities, and to education centres.

The presentation concluded with an update on the current status of the NPPTI, describing how it has expanded substantially in terms of participating NQTs and mentors, as well as geographically in terms of delivery in the regions. Enduring research questions were also posed at the end of the presentation and these formed the basis for a lively and engaging discussion. Dr Travers concluded that both North and South had learned much about induction and mentoring in recent years and would stand to gain further from ongoing discussion, collaboration and research on the suitability of various models.

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WORKGROUP 4

TEACHERS SUPPORTING TEACHERS: THE PRIMARY CURRICULUM SUPPORT PROGRAMME (RoI)

Presenters: Ms Marie McLaughlin and Ms Mary McAuliffe, Primary Curriculum Support Programme

1. Introduction

The Primary School Curriculum was launched in September 1999. Although it preserved the five basic principles of the Curaclam na Bunscoile (1971) which it replaced, it reflected considerable advances in educational thinking and practice. The content of the curriculum was structured in seven curriculum areas comprising twelve subjects.

Language		
Gaeilge		English
Mathematics		
Social, environmental and scientific education		
History	Geography	Science
Arts education		
Visual arts	Music	Drama
Physical education		
Social, personal and health education		
Religious education		

Only six of these curriculum areas (eleven subjects) were encompassed by the revision process, since the Department of Education and Science (DES) recognises the rights of the different church authorities to design curricula for Religious Education at Primary level. The curriculum comprised one new subject and a radical restatement of the structure and content of existing subjects, and it assumed a range of teaching approaches and methodologies considered necessary for its successful implementation.

This was the first significant curriculum development in Irish primary education in practically thirty years, and presented a considerable challenge to a teaching body that was, by and large, unused to curriculum change. It was recognised, therefore, before the curriculum was launched that a radical approach to the retraining of teachers would be essential.

The DES established an Implementation Committee to oversee the introduction of the curriculum and the general structure of a programme of in-service training for teachers. It also initiated the Primary Curriculum Support Programme (PCSP) to organise and provide the programme of in-service education. The PCSP is funded by the DES through the Teacher Education Section and represents a major commitment on the part of the DES to Irish primary education, both in financial terms and in the provision of personnel.

In 1999 the PCSP began delivering a programme of in-service education for teachers to facilitate the implementation of the new curriculum in that year. However, as the programme evolved, a growing acceptance on the part of both teachers and policy makers of the need for professional development resulted in increasing demands for supplementary support in associated aspects of the curriculum. *(See Appendix 3.)* Thus the programme as it was originally planned had to be adapted and greatly expanded.

2. Programme of in-service training

A differentiated approach
The first phase of the programme of in-service training involved a general introduction to the curriculum. This dealt with the principles, aims, objectives, major changes in content, and the teaching approaches and methodologies adopted by the curriculum. The training consisted of dedicated school closure days devoted to seminars for school staffs and clusters of schools staffs conducted off site, and school based planning days organised by schools themselves. Thereafter, the different subjects were introduced on a phased basis over a period of years.

Different models of in-service training were deemed necessary to answer the different challenges posed by different subjects. For example, Gaeilge was introduced over a period of three years; a 'sandwich model (two non-sequential seminar days combined with one planning day after the first seminar day) was used to introduce the arts subjects; and a science project was initiated in a number of schools to trial the implementation of the science curriculum prior to the delivery of training to teachers on a national basis. Appendix 1 details the programme of in-service training from 1999 to 2007 for the different subjects, and the commencement of implementation of these subjects in schools.

Design and content of seminars

A team of trainers comprising primary teachers seconded from the classroom was recruited for each subject prior to the commencement of seminars. The trainers received intensive training and had a central role in designing the structure and content of the seminar days. This training was residential and lasted for almost three weeks each September. A process of on-going review was included, whereby each team of trainers met at least four times throughout the year. Each trainer was well resourced with necessary equipment such as a laptop, a printer, a data projector, speakers, a digital camera, a flip chart stand, and a screen.

Design teams were established for each subject to inform and guide the training of Trainers and the design of the seminars. The design teams consisted of representatives from the DES, the PCSP and the National Council for Curriculum and Assessment (NCCA), who provided valuable insights on the rationale for and the background to the changes in emphases and the new methodologies of the curriculum.

Operational implications

In-service training was provided locally, mainly in hotels or Education Centres but sometimes in schools. The Education Centres have been an invaluable support to the PCSP in the delivery of the programme of in-service training. They have been responsible for clustering school staffs, organising venues and meals, communicating arrangements for the seminars to schools, and supplying materials necessary for the seminars.

Future development

During the current school year the PCSP is providing in-service training for all teachers in drama and in integration in the SESE (history, geography, science) curriculum area. This is the final year of this phase of training. The teams of trainers, cuiditheoir and co-ordinators comprise 142 personnel, the largest group the PCSP has had at its disposal in any one year and the largest group operating within the teacher education section of the DES.

3. The Regional Curriculum Support Service (RCSS)

Background

In-service training seminars were the preferred method of introducing teachers to the Primary School Curriculum, as it was acknowledged that 'training is the most efficient and cost-effective professional development model for sharing ideas and information with large groups of educators … providing all participants with a shared knowledge base and a common vocabulary' (Guskey, 2000). However, it was also recognised that a balance between off site and on site learning is essential, since transfer is unlikely to occur without support and feedback for teachers at school level (Joyce and Showers, 1988, 1995). Hence, following the first two years of seminars, the Regional Curriculum Support Service (RCSS) was set up under the aegis of the PCSP with a view to providing customised support

for teachers on a regional basis. As with the seminars, the RCSS was facilitated at local level by the Education Centres. In its first year of operation the RCSS offered support to schools and teachers in visual arts and English, and the service has been expanded each year since then to include other subjects as they came to be implemented in schools. At present, the overarching aim of the RCSS is 'to provide support to schools and teachers in every region of the country and in all aspects of the Primary School Curriculum'. (PCSP Report, 2006).

Regional Curriculum Support Service team
The RCSS is provided by a team of cuiditheoirí, (cuiditheoir being the Irish word for 'helper' or 'advisor'), all of whom are teachers on secondment from their schools. Since the RCSS was established, the service has developed and expanded in response to the needs of schools and teachers. In the initial stages a cuiditheoir provided support in a single subject, for example visual arts or English. However, as different subjects were implemented in schools the responsibilities of cuiditheoirí have reflected both the evolving structure of the curriculum and the needs of teachers and schools. For example, arts cuiditheoirí now offer support covering the three subjects of the arts curriculum area (visual arts, music and drama). This approach limited the number of cuiditheoirí who would interact with a particular school and reflected the fact that primary teachers are class teachers rather than subject specialists. It also recognised that the skills required of a cuiditheoir in an advisory role were markedly different from those required of a trainer in delivering seminars. As with the appointment of trainers, a rigorous selection process is used to ensure that cuiditheoirí possess the requisite skills to answer the particular needs of different teachers and schools. In the current school year a total of eighty-four cuiditheoir positions have been sanctioned, but some of these have not yet been filled.

Operation of the RCSS
There are four ways in which schools may gain access to the RCSS service:

- by completing the application form contained in the RCSS brochure, which is circulated to all schools in the republic of Ireland
- by accessing the PCSP website
- by contacting the local Education Centre
- by direct contact with a cuiditheoir.

To facilitate the last, a poster containing photographs and contact details of each local cuiditheoir is circulated to schools.

The cuiditheoirí are available to

- advise on different aspects of curriculum implementation
- offer support in classroom and whole school planning
- advise on communicating curriculum matters with parents
- help establish and facilitate special interest support groups at local level

- liaise with local Education Centres to design and deliver seminars, workshops and/or courses that answer specific local needs.

The primary focus of the cuiditheoir's work is to interact with teachers at school level. Irish schools are allowed a number of dedicated planning days annually, and some schools invite a cuiditheoir to facilitate whole school discussion of curriculum implementation on a planning day. In the main, however, a cuiditheoir interacts with schools on a normal school day and offers in-class support to teachers. This often involves a cuiditheoir in modelling lessons in a particular curricular area identified by the class teacher. This approach reflects the belief that without in-class coaching and support teachers are unlikely to adopt new pedagogies and methodologies (Joyce and Showers, 1988 & 1995, Guskey 2000, OECD, 2005). Such in-class modelling has become increasingly popular with schools, and is now an integral feature of the work of cuiditheoirí. In delivering such support the cuiditheoir meets with the principal, as well as with any relevant post holder/s and in-school curriculum committees.

Sustained Support
Initially cuiditheoirí offered half day and full day support to schools. However, following analysis of the responses from both schools and RCSS personnel, it was decided in the past year to pilot a more sustained and in-depth form of support, which became known as Sustained Support. This model provides schools with up to five full days or ten half days of interaction with a cuiditheoir, specifically directed at developing particular aspects of curriculum implementation. This approach has been welcomed by teachers and schools, and has been expanded during the current school year. All cuiditheoirí now provide Sustained Support to a minimum of three schools at any given time.

Off site workshops and courses
When the RCSS was initiated, cuiditheoirí frequently offered 'drop-in' workshops and 'clinics' through the local Education Centres. For some time there was a great demand for this service, but as teachers became more familiar with the Primary School Curriculum fewer requests were received for this type of support, and it has been replaced by an email and phone-based service. However, the PCSP recognises the importance of workshops and courses, and a more targeted approach to these has been developed. They are designed and facilitated in conjunction with the local Education Centres to respond to nationally and locally identified needs. Each cuiditheoir offers between six and ten of these workshops and courses annually as after school sessions. Courses lasting a number of sessions followed by in-school support are the preferred model. Such off site provision enables the RCSS to offer differentiated support, for example curriculum leadership courses and courses for Newly Qualified Teachers (NQTs). In addition, a five-session course entitled 'First Notes', which is aimed at teachers lacking confidence and competence in teaching music, is offered in various Education Centres throughout the country.

Development of teacher networks

The in-service training seminars were delivered to groups of approximately 25 teachers. The Education Centres clustered smaller schools to provide suitably sized groups. In the education system that obtains in Ireland, where teaching is generally what the OECD (2005) defines as a 'career-based system', many individuals opt for teaching as a profession immediately after second level education, and remain in the profession until retirement. Indeed, many teachers serve in the same school for the entire duration of their careers. The advent of the PCSP provided such teachers with their first opportunity to dialogue professionally with colleagues from neighbouring schools. Consequently, many schools have opted to continue to cluster for subsequent planning days and for interaction with the RCSS, and the initial clustering of schools has led to the creation of strong and viable networks of teachers. This has obvious positive outcomes, including fostering opportunities for professional discourse, facilitating encounters with different perspectives, and lessening the likelihood of insularity (Craft 1996).

In addition, the clustering of schools and the creation of networks of teachers have led to the establishment of 'bottom up' and 'bottom across' initiatives, such as a support group for teachers of infants and a support network for principals of multi-class schools, which are facilitated by cuiditheoirí.

4. Evaluation

Since the inception of the PCSP, there has been rigorous internal and external evaluation of all aspects of the programme, aimed at building and maintaining a quality facility. Teachers evaluate seminars by completing a questionnaire at the end of each seminar. While the responses to questionnaires are influenced at times by factors such as the suitability of the venue, ease of parking and the quality of the catering, they also provide the PCSP with valuable information that can be used to make the seminars more effective.

The support provided by the RCSS is also evaluated regularly, both through the responses of teachers and schools who receive the service and through the experience of the cuiditheoirí who deliver it.

Reviews, conducted a number of times each year, ensure that the experiences of both trainers and cuiditheoirí inform the continuing professional development being offered by the PCSP, and occasional semi-structured interviews are conducted with principal teachers to monitor schools' perceptions of the service that is being provided.

An external evaluation of the work of the PCSP was commissioned by the DES and the NCCA and was carried out by personnel in the Department of Education in Trinity Colege, Dublin. The DES and the NCCA have also reviewed the effectiveness of the implementation of English and visual arts (the first two

subjects in which teachers received training), and the findings and recommendations of this review have informed the work of the PCSP in these areas.

5. Conclusion

Initiatives in curriculum development have been few and sporadic since the founding of the Irish state, and the importance of providing adequate in-career professional development to effect curriculum change did not receive sufficient recognition. With the introduction of the Primary School Curriculum, a sustained and systematic programme of professional development for teachers has been available through the PCSP. The establishment and development of the PCSP signalled a national commitment to the philosophy that 'a combination of approaches, situated in a variety of contexts, holds the best promise for fostering powerful, multidimensional changes in teachers' thinking and practices' (Putnam and Borko 2000).

The scale of the professional development offered by the PCSP is impressive. Since its establishment, more than 16, 287 seminars have been provided, and over 315 trainers/cuiditheoirí have been involved in the programme.

The defining features of the PCSP are that it

- provides differentiated support
- is responsive to individual, whole-school, and local needs
- embraces a culture of evaluation
- is adaptable, flexible and evolutionary
- facilitates professional networking through the clustering of schools
- breaks down the isolation of teachers.

The scale of the programme is acknowledged in a 2005 external evaluation of the PCSP conducted by personnel in the Department of Education, Trinity College, Dublin. The executive summary states:

'The PCSP is a very ambitious intervention; the complexity of the brief is acknowledged, as is the professionalism and dedication of the many personnel involved. In a relatively short period of time, a comprehensive programme of support has been designed and provided on a continuing basis to over 26,000 teachers nationally. Seminars have been conducted in locations all over the country and a support service established to provide practical assistance at local level to each of the 3,286 primary schools in the country. In terms of scale, there was little by way of precedent to guide this process. Various 'in-service' initiatives have been established nationally before… However, in terms of interfacing on such a sustained level with an entire population of teachers in such a period of time, there is no point of reference that adequately captures the size of the undertaking by the PCSP.'

Appendix 1: PCSP Curriculum Implementation Overview
The white columns indicate the year of in-service provision and the coloured columns show the year of implementation.

Year	Language In-service	Language Implementation	Mathematics In-service	Mathematics Implementation	SESE In-service	SESE Implementation	PE In-service	PE Implementation	ARTS Education In-service	ARTS Education Implementation	SPHE In-service	SPHE Implementation
1999-2000	English T1* Gaeilge T1*											
2000-2001	English T2* Gaeilge T2*	English T1* Gaeilge T1*			Science Project	Science Project			Visual Arts			
2001-2002	Gaeilge T2*	English T2*	Mathematics		Science Project	Science Project				Visual Arts	SPHE	
2002-2003	Gaeilge T2*	Gaeilge T2*		Maths	Science	Science					SPHE	
2003-2004					Year of consolidation and review – RCSS support provided							
2004-2005							PE 1		Music			
2005-2006					History and Geography		PE 2	PE	Music			
2006-2007					SESE Integration	History and Geography		PE	Drama			
2001-2007					Regional Curriculum Support Service							

*T1 – Teanga 1 (Scoileanna Gaeltachta agus Lán-Ghaeilge) Irish-medium schools *T2 – Teanga 2 (Scoileanna ina bhfuil an Ghaeilge mar dhara teanga) English-medium schools
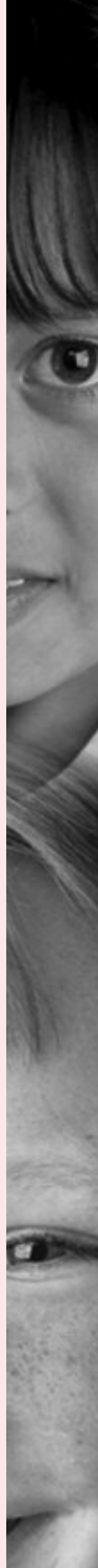
Appendix 2: PCSP in-service training and support to schools 1999-2007

Subject	Gaelscoileanna agus scoileanna sa Ghaeltacht	Laethe	English-medium schools	Days
1999-2000				
Introduction	Seimineár	2	Seminar	2
	Lá Pleanála	1	Planning day	1
Language	Gaeilge	2	English	2
	Lá Pleanála	1	Planning day	1
Total		**6**		**6**
2000-2001				
Gaeilge	Lá Pleanála	1	Seminar	1
English	Seimineár	2		
	Lá Pleanála	1	Planning day	1
Visual Arts	Seimineár	2	Seminar	2
	Lá Pleanála	1	Planning day	1
Science	Tionscnamh	1	Project	1
Total		**7/8**		**5/6**
2001-2002				
Gaeilge	Tacaíocht	-	Seminar	1
			Planning day	1
Maths	Seimineár	2	Seminar	2
	Lá Pleanála	1	Planning day	1
SPHE	Seimineár	1	Seminar	1
English	Lá Pleanála	1	RCSS	-
Science	Tionscnamh	1	Project	1
Total		**5/6**		**6/7**
2002-2003				
Gaeilge		-	Seminar	1
			Planning day	1
SPHE	Seimineár	1	Seminar	1
Science	Seimineár	2	Seminar	2
	Lá Pleanála	1	Planning day	1
Total		**4**		**6**

Subject	Gaelscoileanna agus scoileanna sa Ghaeltacht	Laethe	English-medium schools	Days

2003-2004

<table>
<tr><td colspan="5" align="center">Year of consolidation and review</td></tr>
<tr><td></td><td>RCSS</td><td></td><td>RCSS</td><td></td></tr>
<tr><td>Total</td><td>All subjects above</td><td>3.5</td><td>All subjects above</td><td>3.5</td></tr>
</table>

2004-2005

Subject	Gaelscoileanna	Laethe	English-medium	Days
PE Day 1	Semineár	2	Seminar	2
	Lá Pleanála	1	Planning day	1
Music	Semineár	1	Seminar	1
	Lá Pleanála	1	Planning day	1
	RCSS		RCSS	
Total		**5**		**5**

2005-2006

Subject	Gaelscoileanna	Laethe	English-medium	Days
History	Semineár	1	Seminar	1
	Lá Pleanála	1	Planning day	1
Geography	Semineár	1	Seminar	1
	Lá Pleanála	1	Planning day	1
PE Day 2	Semineár	1	Seminar	1
	Lá Pleanála	1	Planning day	1
	RCSS		RCSS	
Total		**6**		**6**

2006-2007

Subject	Gaelscoileanna	Laethe	English-medium	Days
Drama	Semineár	2	Seminar	2
	Lá Pleanála	1	Planning day	1
SESE Integration	Semineár	1	Seminar	1
	Lá Pleanála	1	Planning day	1
Consolidation Day	RCSS		RCSS	1
Total		**6**		**6**

Appendix 3: Additional in-service training and education projects provided by the PCSP

Year	Additional Projects undertaken by the PCSP
2000-2001	• Developmental Project in science • Language Planning Days 2000-2001
2001-2002	• Developmental Project in science (continued) • Department of Education and Science guidelines and procedures on Children First: National Guidelines for the Protection and Welfare of Children
2002-2003	• Whole school seminars on Learning-Support Guidelines for schools designated as disadvantaged
2003-2004	• Support for Substance Use Policy Formulation for schools in the context of Action 43 of the National Drugs Strategy 2003-2004 • Whole school seminars on Learning-Support Guidelines (schools sized 16+ teachers)
2004-2005	• Whole school seminars on Learning-Support Guidelines (all other schools)
2005-2006	• Afternoon seminars on Séideán Sí • Evening seminars on RSE
2006-2007	Tús Maith 2006-2009: This initiative is targeted at teachers who wish to improve their level of competence in the Irish language. It is envisaged that courses in Education Centres and venues in the Gaeltacht will be provided and facilitated by tús maith cuiditheoirí. At present there are six tús maith cuiditheoirí appointed to PCSP. DEIS: PCSP has responsibility for literacy and numeracy under the DEIS strategy. At present, there are thirteen DEIS cuiditheoirí supporting schools designated as disadvantaged in programmes such as First Steps and Maths Recovery. Lifetime Lab: Two cuiditheoirí represent PCSP in the Life Time Lab in Cork. This project is aimed at developing an awareness of caring for the environment. It links with all three aspects of the SESE curriculum: history, geography and science.

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WORKGROUP 5

A NEW MODEL OF CPD – THE TL21 PROJECT (RoI)

Presenters: Dr Pádraig Hogan and Mr Greg Smith, NUI Maynooth

Continuing Professional Development (CPD) for teachers, as for other occupations, is increasingly placed in the context of lifelong learning by the international literature on social policy (e.g. OECD) and by the literature of educational research. What this might mean in practice however could vary greatly. On the one hand, or at one end of the spectrum, CPD could be viewed as a series of incremental 'upskilling' activities, tailored to the emergent requirements of educational systems, and carried out at intervals over the duration of a career in teaching. By contrast, it could mean something more visionary, holding more fruitful promise: an unprecedented enrichment of the daily environments of teaching and learning in schools and colleges, sustained through networks in which teachers are actively involved.

The workshop began by reviewing briefly examples of different kinds of CPD for teachers, and then it focused in particular on the enrichment of learning

environments; a goal being pursued in practical ways through a co-operative action research project involving the Education Department of NUI Maynooth and fifteen post-primary schools in three different regions of Leinster. This research project runs from 2003-07 and is called *Teaching and Learning for the Twenty-First Century, or TL21* (**www.nuim.ie/TL21**). Among the project's emergent findings and lessons-for-practice that were shared with the workshop participants were the following

- important differences between the notion of CPD and the more familiar notion of in-service education;

- the necessity to distinguish different categories of CPD: for the system's needs, for the school's needs, for the individual teacher's professional needs;

- the importance of building teachers' networks in CPD and the benefits of virtual learning environments in sustaining and developing such networks;

- the under-emphasised role of school leadership in CPD and the importance of a proactive, but consultative stance on the part of school leaderships in advancing CPD for their staff members;

- the importance of overcoming a view of CPD as an 'add-on', held by some teachers, and of viewing CPD as an integral part of teachers' normal work in the 21st century;

- the place and significance of accreditation in CPD;

- the role of statutory bodies (e.g. Teaching Councils) and national support agencies in strengthening the frameworks for CPD.

In the discussions that followed the presentations, important issues were raised by representatives of a wide variety of agencies, including: the Universities Council for the Education of Teachers, managerial bodies, Education Centres, teacher unions (NI and the Republic), General Teaching Council (NI), university education departments, schools inspectorates. Some of the main points of this discussion are summarised below.

1. The TL21 project's efforts, and its considerable success, in bringing about changes in inherited attitudes and practices were warmly welcomed by the workshop participants. In particular, the project's emphasis on developing the more imaginative dimensions of teachers' capacities was praised. It was emphasised however that it was necessary for the lessons learned in accomplishing such changes to be embraced by policymakers on a wide scale, and that follow-through in the implementation and monitoring of new policy initiatives was crucial.

2. The issue of shortage of time for school-related CPD was raised by a number of contributors to the discussions. Here the 'add-on' versus 'integral' question came to the fore. It was noted that dedicated days for CPD were for some time a feature of the school year in Northern Ireland. Participants from Northern Ireland stressed that these days were devoted to system needs and whole school needs, and that they weren't widely experienced at promoting a sense of teacher ownership of CPD. It was agreed that the best prospects for such ownership lay in a negotiated settlement between teachers and management (including ministry and local school managements); but a settlement informed by the will to promote practices such as those described in the presenters' examples from the TL21 project.

3. The issue of resourcing of CPD was also discussed. Some contributors argued that state ministries of education took the narrower, as distinct from the a more visionary view of CPD; that they tended to view CPD mainly as a form of utility, or periodic 'upskilling'. The project presenters ventured the view here that the integrity of CPD activities could be protected while at the same time adopting a pragmatic attitude in policy debates with ministry folk and policymakers. For instance, if the 'learning society' and 'lifelong learning' were major goals of economic and social policy in Europe, then teachers were a strategic resource in furthering these goals. CPD for teachers might then properly expect to draw on the kinds of national development funds available for advancing such goals.

4. The attractiveness of accreditation in promoting increased participation of teachers in CPD was discussed. It was agreed that the Scottish scheme for chartered teacher was a welcome development in this regard. It was also noted that accreditation for CPD was more naturally linked to individual teachers' career needs and aspirations than to CPD activities that served the needs of the school or the system. The point was also made that accreditation activities could follow many different routes, not merely the traditional paths to a Master's degree or other postgraduate qualification.

In thanking the contributors to the workshop, Prof. Drudy said that the workshop's presentations and discussions had produced a rich field of ideas, and had shown examples of the exciting possibilities of a well-conceived, well-resourced, and well-implemented framework for continuing professional development for teachers.

WORKGROUP 6

OVERCOMING THE OBSTACLES TO TEACHER COMPETENCE IN ICT

Presenter: Ms Deirdre Graffin, University of Ulster, Coleraine

This seminar reported on data collated in 2006 from ITE providers in Northern Ireland as part of the project: ICT competence in Initial Teacher Education in Northern Ireland – preliminary research findings. The data is part of a wider survey considering the nature of and provision for ICT within initial teacher education, North and South. Full consideration of the findings of this survey formed the basis of a later two-day SCoTENS supported conference held in the Grand Hotel, Malahide on 26 - 27 October 2006.

The session aimed to explore three key questions:
1. What are the foundations for teacher competence in ICT?
2. What informs the vision for competence in ICT Teacher Education?
3. How do ITE providers in N. Ireland establish teacher competence in ICT?

1. What are the foundations for teacher competence in ICT?
A brief overview of the development of ICT in education in general was presented to set the issues regarding teacher competence in context. It was agreed that the NI Education Technology Strategy in 1997 was a significant starting point for deliberations. The impact of this policy statement, resulting out-workings and subsequent strategy documents on initial teacher education competence in ICT were considered. The current General Teaching Council (NI) professional competence statements were examined. Although ICT is explicitly referenced in two out of the 27 statements, it was agreed that ICT competence needs to be considered as integral in all statements – i.e. part of what teachers do intrinsically as they undertake their professional duties. This was confirmed by GTC(NI) delegates in attendance.

2. What informs the vision for competence in ICT Teacher Education?
Issues that directly or indirectly influence (or are influenced by) teacher competence in ICT were examined. Strategic influences included policy documents such as the earlier-mentioned ET Strategy and outworkings, GTC(NI)'s consideration of teacher competences, and Department of Education (and Educational Training Inspectorate) and Department of Employment and Learning documents. There was considerable discussion about whether there was an agreed vision of the key purposes in using ICT, and agreement that this needed to include ICT for social inclusion, citizenship, employability and life-long learning.

Practical outworkings centred on what ICT looks like in schools – what the children can do or are expected to be able to do. This included the key role of

the N. Ireland Council for the Curriculum, Examinations and Assessment (CCEA) in terms of how it has located ICT in the curriculum and supporting agencies such as Education and Library Boards. Consideration was also given to the school environment and C2K which provides a 'core' managed service. The necessary consideration of what schools are looking for was highlighted by group members.

Fundamental external influences on teacher competences were suggested as including the world of work and the need for ICT in supporting the global economy. The group felt that while the relationship between ICT and the global economy was seen as important, in practice there seemed to be relatively little work being done to use ICT to promote enterprise, in the widest sense of that word, to include creativity etc

3. How do ITE providers in N. Ireland establish teacher competence in ICT?
This consideration began by highlighting where interest in this area had grown from. The need to find out more about how ITE providers in N. Ireland establish teacher competence in ICT built on the work of others, including that of P Conway & R Austin in 2004. Specifically, at the 2004 SCoTENS annual conference, Workgroup 2 (Integrating ICT into initial teacher education, North and South: contexts and future lines of research) highlighted the need to find out more about this.

"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 and within North and South."

This resulted in researchers in the two jurisdictions working together to attempt to answer the following research questions:

- What is the nature of provision for IT in teacher education throughout Ireland?
- What level of consistency is there between this provision – either intentionally or otherwise?
- How does this provision differ between north and south, and within NI and RoI? To what extent have the differing policy contexts influenced the use of ICT in pre-service teacher education?

For the purposes of this workshop, the focus was limited to how competence is established. Key questions to all five HEI providers in Northern Ireland included the following:

Is ICT a required component of the teacher training course by any external agency (e.g. accrediting body such as Department of Education)?
Four of the five providers of ITE in NI indicated their understanding that ICT is a required element of initial teacher education. This expectation was linked to a Department of Education requirement within the ET strategy which was then

followed up by the Education and Training Inspectorate (ETI) It was suggested that the GTC(NI) competency model may clarify this requirement.

Is ICT an internal requirement, i.e. is it contained in the course goals?
All providers described ICT as an internal requirement. However, the nature of this requirement ranged from general inclusion in the institution's vision statement to more explicit inclusion linked to course goals and institutional expectations. Seminar members considered whether it was acceptable to have this degree of flexibility in translating strategy to reality or whether less flexibility would stifle individuality and autonomy.

Is ICT competence assessed within your teacher education programme?
Three of the five providers use portfolios as a means of presenting and assessing competence in ICT. External validation using the INTEL model is undertaken by one provider. Three providers accredit the students' work in ICT using an 'in-house' certification. This stimulated discussion of what employers require and whether there was a need to provide student teachers with explicit certification of ICT competence. There was general agreement that competence needed to be anchored in teaching and learning practice rather than through any on-line assessment of ICT skills.

What are the consequences of failing this part of the course?
For those providers where ICT was a compulsory, explicit element of the ITE course, all students who failed this part of the course had an opportunity to resubmit their work. Generally this was viewed as similar to failing other course components. This was considered by the group as a reasonable measure.

Is use of ICT assessed during teaching practice?
The responses ranged from no requirement to a strong expectation that students use ICT during teaching practice (but no specific form of assessing this) to an explicit obligation with specific evidence of use of ICT during teaching practice defined. This generated much discussion as to the nature of the partnership between teacher education providers and host schools. The ability, inability or need to make this a specific obligation was explored.

The presentation concluded with a case study of how ICT is assessed within the PGCE Primary programme at the University of Ulster.

The discussion after the presentation centred on three key issues.

1. The Role of GTC(NI) and the Education and Training Inspectorate (ETI) in the matter of teacher competence.
   ETI has a statutory responsibility to inspect initial teacher training, including the provision of ICT for student teachers. GTC(NI)'s role is to work with all stakeholders involved in the teaching profession to ensure that the emerging set of revised competences are understood and supported by all. It was made clear that the GTC(NI) competences did not represent a curriculum for initial

teacher education and that it was for each of the providers to ensure that they provided learning experiences that ensured that competences could be developed. There was discussion about the revised set of competences that GTC(NI) are developing and the extent to which ICT is reflected in them; the point was well made that the competences for ICT and e-learning needed to be framed in such a way that they could accommodate changes in software and technologies and be framed around their impact on the learner.

2. There was considerable debate about the need to ensure that ICT strategy in initial teacher education and in schools took account of the broader social and economic policies in Northern Ireland, such as 'A Shared Future'. Participants stressed the need for there to be alignment between all stakeholders in terms of understanding how ICT could transform learning through the ICT infrastructure, the curriculum and its assessment.

3. The issue of sustainability was discussed both in terms of hardware and in terms of sustaining innovation. The ITE providers made the point that the Classroom 2000 hardware and software they had received was much valued but it was essential that this was refreshed in exactly the same way as was planned for schools. In regard to sustainability of innovation, it was recognised that the picture in schools was still uneven and that this could impact on the experience of student teachers who were placed in schools that were either 'ICT mature' or still developing their ICT capacity.

Conference Programme

Conference Chairperson: Professor Richard McMinn, Principal, Stranmillis University College

2.45	Registration
3.30	Official Opening by **Ms Síle de Valera TD**
4.00	**Ms Marion Matchett CBE**, Chief Inspector, Education and Training Inspectorate, Northern Ireland
5.00	Refreshments
5.30	**Professor Michael Totterdell**, Director, Institute of Education, Manchester Metropolitan University, followed by questions and discussion
7.30	Reception – hosted by the North/South Ministerial Council
8.15	Dinner

Friday 13 October

Conference Chairperson: Professor John Coolahan, Emeritus Professor, NUI Maynooth

9.00	**Professor Gordon Kirk OBE**, Academic Secretary, Universities Council for the Education of Teachers (UCET), UK
9.40	**Ms Emer Egan**, Assistant Chief Inspector, Department of Education and Science, Dublin
10.05	Discussion
10.30	SCoTENS website on citizenship and special education needs progress report: **Dr Roger Austin**
10.45	Refreshments
11.15	Six seminars:

    a)   The partnership dimension to school based work: **Dr Colette Gray** and **Ms Sarah Behan**

    b)   School empowerment through ICT: **Mr Byron Evans**

    c)   Partnership in teacher induction: the Teacher Induction Pilot Project: **Dr Maureen Killeavy** and **Ms Regina Murphy**

    d)   Teachers supporting teachers: The Primary Curriculum Support Programme: **Ms Marie McLaughlin** and **Ms Mary McAuliffe**

    e)   A new model of CPD – The TL21 project: **Dr Pádraig Hogan** and **Mr Greg Smith**

    f)   Overcoming the obstacles to teacher competence in ICT: **Ms Deirdre Graffin**

12.30	Lunch
1.45	Summary reports from seminar groups
2.15	Elections to SCoTENS committee
2.30	Outline of work programme for 2006-2007
2.50	Final remarks by **Dr Pauric Travers,** President, St Patrick's College, Drumcondra
3.15	Close

List of Conference Delegates

Mr. Ron Armstrong	Department of Education
Dr Roger Austin	School of Education, University of Ulster at Coleraine
Mr. Barney Ball	Policy & Registration, Manager General Teaching Council for N.I.
Ms. Sarah Behan	Research Officer, Stranmillis University College
Ms. Louise Beirne	Republic of Ireland Project Coordinator, Lift Off Initiative, Amnesty International - Irish Section
Dr. Clifford Boyd	Vice Principal Education Services, Stranmillis University College
Mr. Fred Brown	Vice President, NASUWT
Ms. Mary Bunting	Joint Secretary, North/South Ministerial Council
Ms. Sheelagh Carville	Head of Early Childhood Education, Stranmillis University College
Dr. Leslie Caul	Vice Principal Academic Affairs, Stranmillis University College
Ms. Claire Connolly	Director of Teaching Practice, St Mary's University College
Professor John Coolahan	Emeritus Professor, NUI Maynooth
Dr. Kevin Davison	Lecturer, National University of Ireland Galway
Mr. Cathal de Paor	Director of Continuing Professional Development, Mary Immaculate College
Mr. Diarmuid de Paor	Deputy General Secretary, ASTI
Ms. Síle de Valera TD	Minister of State, Department of Education and Science
Dr. Jim Deegan	Senior Lecturer, Education Department, Mary Immaculate College
Mr. Gerry Devlin	Senior Education Officer, General Teaching Council for NI
Ms. Ann Dinan	Director, Education Development, Joint Managerial Body
Dr. Caitlin Donnelly	Lecturer, School of Education, Queen's University Belfast
Dr. Peter Downey	Head of Music, St Mary's University College
Prof. Sheelagh Drudy	Professor of Education, School of Education and Lifelong Learning, University College Dublin
Ms. Emer Egan	Assistant Chief Inspector, Inspectorate Division, Department of Education and Science
Mr. Byron Evans	ICT/Distance Learning Advisor, Regional Training Unit
Mr. Tommy Fegan	Director, North South Exchange Consortium
Prof. John Gardner	Dean, Faculty of Legal, Social and Educational Sciences, Queen's University Belfast
Mr. Stuart Garvie	Development Officer, National Qualifications Authority of Ireland

Ms. Dolores Gilhooly	Head of School, Waterford Institute of Technology
Mr Nigel Glenny	Co-operation Ireland
Dr S.I. Gordon	Managing Inspector, Department of Education
Ms. Deirdre Graffin	University of Ulster
Dr. Colette Gray	Research Co-ordinator, Stranmillis University College
Mrs. Mary Greenwood	St Mary's University College
Mr. Martin Hagan	Senior Lecturer, Education Studies, St Mary's University College
Mr. Tom Hanney	Joint Secretary, North/South Ministerial Council
Mr. Brian Hanratty	St Mary's University College
Ms. Catherine Hennessy	Regional Coordinator, School Development Planning Support, Tionscnamh Pleanála um ForbairtScoileanna
Mr. Frank Hennessy	Head of Business Studies, St Mary's University College
Dr. Padraig Hogan	Senior Lecturer, Education Department, NUI Maynooth
Ms. Mairéad Hughes	Finance Manager & Administrator, Centre for Cross Border Studies
Ms. Bernie Judge	Education Officer, Teachers' Union of Ireland
Dr Hugh Kearns	Principal Lecturer, Stranmillis University College
Ms. Anne Kelleher	Director, Kildare Education Centre
Dr. Maureen Killeavy	Senior Lecturer, Education Department, University College Dublin
Prof. Gordon Kirk	Academic Secretary, UCET
Ms. Aíne Lawlor	Chief Executive, Teaching Council of Ireland
Ms. Moira Leydon	Assistant General Secretary, Association of Secondary Teachers Ireland
Ms. Li Yan	Student, Queen's University Belfast
Ms. Siobhan Logue	Head of Higher Education Policy, Department for Employment and Learning
Mr. Seán Mac Labhraí	Senior Lecturer, St Mary's University College
Dr. Deirdre MacIntyre	Director ICEP Europe, Profexcel
Mr Tony Mahon	Laois Education Centre
Ms. Marian Matchett	Chief Inspector, Education and Training Inspectorate, Department of Education
Ms. Patricia McAllister	Administrator, SCoTENS
Mr. Eddie McArdle	Registrar, General Teaching Council for N.I.
Mr. David McAuley	Assistant Secretary, Department for Employment and Learning
Ms. Mary McAuliffe	Assistant National Co-ordinator, Primary Curriculum Support Programme
Mr. Dermot McCartan	Senior Lecturer, St Mary's University College

Dr. Barbara McConnell	CETL Co-ordinator, Stranmillis University College
Mrs. Lesley McEvoy	Lecturer, School of Education, Queen's University Belfast
Ms. Marie McLoughlin	National Co-ordinator, Primary Curriculum Support Programme
Prof. Harry McMahon	Emeritus Professor, University of Ulster
Prof. Richard McMinn	Principal, Stranmillis University College
Mr. Gene Mehigan	Colaiste Mhuire
Ms. Claire Molomey	Lecturer in Religious Education, Mater Dei Institute
Ms. Geraldine Mooney Simmie	Lecturer, Educational and Professional Studies, University of Limerick
Ms. Rose Morrow	Teacher Education Branch, Department of Education
Mrs. Hazel Mullan .	Asst. Senior Education Officer, Southern Education & Library Board
Mr. Peter Mullan	Press Officer, Irish National Teachers Organisation
Mr. Tom Mullan	Southern Education & Library Board
Ms. Regina Murphy	Director of In Career/C.P.D., St Patrick's College, Drumcondra
Ms. Edel Murray	Project Manager, Education for Mutual Reconciliation
Ms. Bernadette Ní Áingléis	St Patrick's College, Drumcondra
Mr. S Ó Coinn	Príomhsheidhmeannach, Comhairle na Gaelscolaíochta
Ms. Eileen O'Connor	Director, Drumcondra Education Centre
Ms. Una O'Connor	Research Associate, University of Ulster
Mr. Kevin O'Hara	Senior Education Adviser, Council for Catholic Maintained Schools
Ms. Aysegul Ozsoy	Student, University of Ulster
Mr. Andy Pollak	Secretary, SCoTENS
Mr. Stanley Poots	Vice-President, Ulster Teachers' Union
Mr. Frank Quinn	Education Faculty Coordinator, St Mary's University College
Dr. Margaret Reynolds	Director, Education Faculty, St Mary's University College
Mr. Arthur Rice	In-service Coordinator, St Mary's University College
Ms. Aoife Ruane	Project Coordinator, Human Rights Education, Amnesty International
Mr. Greg Smith	Research and Development Officer, TL21 Project, National University of Ireland Maynooth
Dr. Ron Smith	Research Associate, University of Ulster
Mr. Stephen Stewart	Lecturer in History, Mater Dei Institute
Ms. Geraldine Taggart	Western Education and Library Board

Mr. Eugene Toolin	Head of Education, St Angela's College
Prof. Michael Totterdell	Director, Institute of Education, Manchester Metropolitan University and Chair of UCET
Mr. Gerry Trainor	St Mary's University College
Dr Pauric Travers	President, St Patrick's College, Drumcondra
Ms. Fionnuala Waldron	Lecturer in Education (History), St Patrick's College, Drumcondra
Ms Mae Watson	Vice Principal (Registrar), Stranmillis University College
Mr Kenneth Wright	Principal, Orritor Primary School

Sectoral Conference Reports

Funded or part-funded by SCoTENS 2006-2007

NORTH-SOUTH CONFERENCE ON TEACHING CONTROVERSIAL ISSUES

20 - 21 April 2007

Ms Una O'Connor, University of Ulster

Introduction

The North-South Conference on teaching controversial issues in post-primary classrooms is the second citizenship-related event to be funded through the Standing Conference on Teacher Education, North and South (SCoTENS). These initiatives are the outcome of an agreed strategy to initiate and sustain a co-operative, cross-border forum on citizenship education, with particular reference to collaborative professional engagement amongst teachers, teacher educators, teacher trainers and other associated colleagues.

Funding from SCoTENS enabled the organisation of an invitational conference for up to forty people. Additional funding was also received from CCEA and the International Fund for Ireland. The conference was held in the Armagh City Hotel from April 20 – 21 2007. The event represented an opportunity for colleagues from both jurisdictions involved in citizenship education to actively engage in discussion and debate on the teaching of controversial issues, to initiate and/or strengthen professional relationships and to share insights from existing practice.

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, 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.

Conference Planning

A planning meeting was held in Armagh in August 2006 to agree the content and format of the conference. Given the proposed theme, it was considered that a speaker with a proven teaching and research background on the subject of teaching controversial issues could most effectively facilitate a programme of

activity that would meet the needs of the audience. It was agreed that an approach would be made to Dr Diana Hess – who was taking a sabbatical year – to facilitate the conference.

Dr Hess is Associate Professor in the Department of Curriculum and Instruction at the University of Wisconsin-Madison. She has an established international academic profile in this area, a key feature of which is interactive work with practitioners. Her most recent published work includes *Educating democratic citizens in troubled times,* and she is currently involved in a longitudinal study on how deliberating controversial issues in high school courses influences the civic learning and participation of young people.

With guidance from Dr Hess, it was agreed that the conference would follow a workshop format. This was intended to provide opportunities for colleagues from both jurisdictions to explore multiple interpretations of controversial issues, to identify those issues which most challenged classroom practice, and to consider teaching and/or training approaches that could be successfully implemented in post-primary classrooms.

A participant list for the conference was drawn up to include representatives from both the formal and non-formal education sectors: this included schools, Initial Teacher Education (ITE), Education and Library Boards (ELBs), Department of Education and Science (DES), Curriculum Development Unit (CDU) and non-governmental organisations (NGOs). The conference programme comprised three specific workshops. Each session was facilitated by Dr Hess and was formulated to accommodate the different professional contexts of participants. Importantly, it remained sufficiently flexible to allow re-direction if necessary. The workshops covered the following topics: the theory of teaching controversial issues; definitions of controversial issues; what makes an issue controversial; classroom practice; emotional intelligence; personal disclosure.

Conference Feedback
Feedback on the conference produced a number of observations which are outlined below:

- Controversial issues are, by definition, wide-ranging, and are often shaped by personal, social, cultural, political or religious realities.

- The definition of controversial issues is a fluid concept that assumes a shifting classification where some issues are considered more sensitive and/or difficult at certain points in time.

- It was recognised that controversial issues assume a degree of difficulty depending on individual perspectives and personal readiness to address a sensitive topic. What one individual considers controversial may be less so to another.
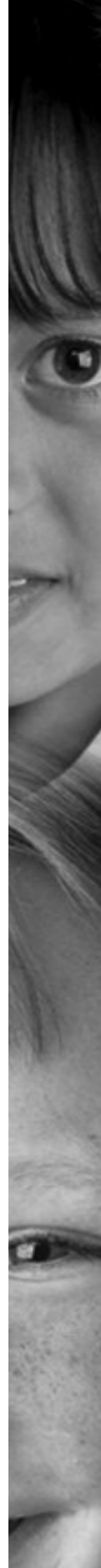
- Although there were some issues common to both jurisdictions (eg immigration), others were more or less relevant depending on location (e.g. the conflict in the North and the issue of Travellers in the South).

- Teachers and pupils may hold different interpretations of what represents a controversial issue. For this reason, the sensitivity of certain topics cannot be assumed. It is important that teachers explore pupils' reality in order to gauge which issues provoke most student response.

- Personal disclosure (particularly from teachers) is an issue that continues to provoke a mixed reaction – as a response that weakens the position of the teacher or as a response that may influence pupil opinion.

- It is planned that communication with Dr Hess will be continued. It is hoped that it may be possible to extend a further invitation to facilitate a similar event at a future date.

Teaching Controversial Issues in Post-Primary Classrooms

Friday 20 - Saturday 21 April 2007
Armagh City Hotel

Programme

Friday 20 April

11.30 am	Arrival : Tea, Coffee and Scones
12.00 pm	Welcome and Introductions : Conor Harrison and Una O'Connor
12.15 pm	Introductory Presentation : Dr Diana Hess
1.30 pm	Lunch
2.30 pm	Workshop One
4.00 pm	Tea/Coffee
4.30 pm	An overview of SCoTENS : Andy Pollak
5.00 pm	Workshop Two
6.15 pm	Close
7.30 pm	Dinner

Saturday 21 April

10.00 am	Workshop Three
11.00 am	Tea/Coffee
11.15 am	Discussion
12.00 pm	Conference Close

Teaching Controversial Issues in Post-Primary Classrooms

SCOTENS Conference 20 - 21 April 2007

Participant List

Eileen Coleman	Curriculum Development Unit eileencoleman@slss.ie
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Aidan Clifford	Curriculum Development Unit aidan.clifford@cdu.cdvec.ie
Eileen Gray	Curriculum Development Unit eileengray@slss.ie
Mervyn Hall	Enniskillen Collegiate hamervyn@aol.com
John Harkin	Oakgrove Integrated College
Conor Harrison	Curriculum Development Unit cjh@indigo.ie
Diana Hess	University of Wisconsin-Madison dhess@education.wisc.edu
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Robert Kirkpatrick	Department of Education & Science Robert_kirkpatrick@education.gov.ie
Nichola Lynagh	Northern Ireland Council for Integrated Education NLynagh@nicie.org.uk
Lee Martin	Erne Integrated College
Patricia McCann	St Mary's Secondary School, Lurgan
Kevin McCarthy	Department of Education & Science Kevinj_mccarthy@education.gov.ie
Alan McCully	University of Ulster, Coleraine aw.mccully@ulster.ac.uk
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Catherine Thompson	Belfast Education & Library Board
	CatherineT@belb.co.uk
Briege Ui Uait	St Brigid's College, Derry
Máirín Wilson	Church of Ireland College of Education

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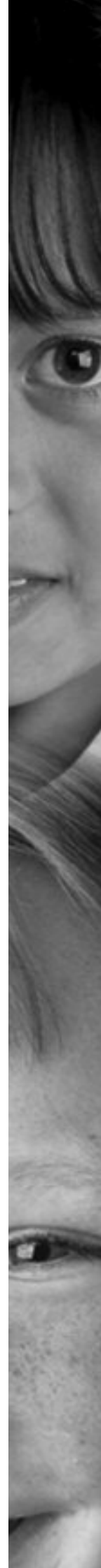
ESAI & BERA JOINT CONFERENCE ON RESEARCH

6 December 2006

John Gardner, Queen's University Belfast AND
Dr Anne Lodge, NUI Maynooth

1 BERA-ESAI Research Capacity Building Seminar, Belfast, 6 December, 2006

This was the first of three events to be staged under the auspices of the Standing Conference on Teacher Education North and South (SCoTENS). Overall it proved to be very successful with 18 people attending. The participants came from all the N. Ireland higher education institutions (two from Stranmillis University College, two from the University of Ulster, two from St Mary's University College and eight from Queen's University) with four also attending from institutions in the Republic. Of the total, ten were academic staff (lecturers and researchers) and eight were research students.

The programme included presentations and discussion from a number of presenters, and one participative workshop The presenters were:

Principles of Working with Children in Research – Professor Paul Connolly (Queen's University Belfast)
Working with Young People in Research – Dr Stephanie Mitchell (Queen's University Belfast) and Professor John Gardner (Queen's University Belfast)
Using nVivo for Content Analysis – Dr Oscar Odena (Queen's University Belfast)

The participative workshop was 'How to Get Published', a panel discussion with representatives of the editorial panels of :

- *Irish Educational Studies* – Dr Paul Conway (UC Cork)
- *Education, Citizenship and Social Justice* – Professor Tony Gallagher (Queen's University Belfast)
- *International Journal of Music Education* – Dr Oscar Odena (Queen's University Belfast)
- Dr Ruth Leitch also gave a brief overview of three journals for which she is an editorial board member.

The evaluations (from nine participants) proved very positive with a clear demand for an ethics seminar sometime in the spring term (see tables below). Queen's is hosting a seminar to be provided by Cardiff University's QUALITI centre (**http://www.cardiff.ac.uk/socsi/qualiti/**) in March 2007 and the attendance and content of this event will be considered before taking these plans forward in the North.

Responses to SCoTENS/ESAI/BERA Evaluation (6 December, 2006)

Tick box answers:

Question	Number (out of 9 respondents)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
My personal objectives in attending this seminar were fulfilled	0	0	3	6
The seminar content was relevant for me	0	0	3	6
The seminar was well organized	0	0	2	7
The seminar provided a good opportunity to talk to journal editors	0	1	0	7

Written answers:

Question	Answer
Please list two things you learned from the seminar:	Range and breadth of methodologies for working with children/young people (x5) Ethics and informed consent (x4) Use of NVivo and MAXqda (x3) Importance of authenticity and range of methods to ensure it (x3) Useful information regarding publications (x2) Using visual techniques in research (x1)
Please list two things you would like dealt with at a future seminar:	Ethics (x6) The difficulties of conducting research in schools (x1) Presenting research findings – written and verbal (x1) How to overcome practical limitations of doing qualitative research (x1) Current research in the area (x1)

2 Educational Studies Association of Ireland 32nd Annual Conference

While an ethics event awaits the outcomes of the Cardiff workshop, plans are well advanced for a SCoTENS promoted input to the ESAI annual conference in Cavan (March 29th - 31st, 2007). Although this remains to be confirmed, the inputs are currently planned to include:

Ethical Principles and Practice (Consent) Workshop – Dr Paul Conway (UCC) and Professor John Gardner (Queen's)

Working with Young People in Research – Dr Stephanie Mitchell (Queen's) and a colleague from an ESAI institution (who is being approached to co-present this session)

Using nVivo for Content Analysis – Dr Oscar Odena (Queen's)

3 BERA-ESAI Research Capacity Building 'Ethics' Seminar, Cork, later in 2007

It is intended that a third seminar be organized and run in Cork but at present plans are in their early stages and no further detail is available.

Report written in January 2007

TEACHER EDUCATION FOR SPECIAL EDUCATIONAL NEEDS IN THE NORTH AND SOUTH OF IRELAND : SHARING CASES OF PRACTICE

**Hugh Kearns, Stranmillis University College, Belfast and
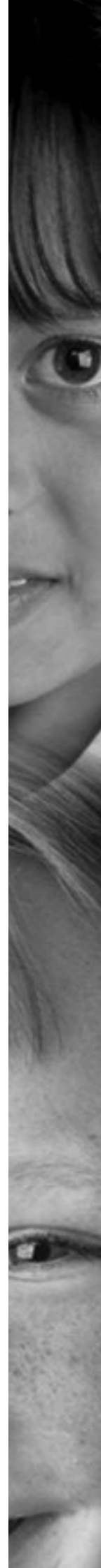Dr Michael Shevlin, Trinity College Dublin**

The first of two SCoTENS research conferences on the topic - 'The SEN Experience of Student Teachers: Policy and Practice in the North and South of Ireland' - was held at the National Institute For Intellectual Disability, Trinity College Dublin, 22 and 23 March 2007. Present at the conference were:

Ruby Morrow, Church of Ireland College
Ann Marie Farrell, St Patricks Drumcondra
Anne Ryan, Marino College
Eugene Toolan, St Angela's College
Dolores McDonagh, St Angela's College
Patricia Eaton, University of Galway
Elizabeth O'Gorman, University College Dublin
Gerry Devlin, GTCNI
Ron Smith, QUB and UU
Gabriel Harrison, RoI Dept of Education
Mary Greenwood, St Mary's University College
Anne O'Byrne, Mary Immaculate College, Limerick
Patricia Daly, Mary Immaculate College Limerick
Michael Shevlin, Trinity College Dublin
Hugh Kearns, Stranmillis University College

Conference Objectives

This was the second phase of the original SENITE research project funded by SCoTENS. The conference sought to develop constructive responses to a range of contemporary questions about pre-service teacher experience of pupils with disabilities, and in particular;

1 To provide an assessment of ITE student experience and achievement with pupils who have disabilities;
2 To produce a resource for ITE providers seeking to extend teacher experience of pupils with disabilities;
3 To provide answers to the following research questions:
   (a) Does reflection upon practice in special educational settings need to be taught? How might it be acquired?
   (b) Does practical experience of pupils with disabilities need to be organised? How might it be gained?

(b) What range of SEN experience is currently gained in terms of range of competence, range of provision and of disabilities? Is it appropriate?

(d) How might college-based taught elements be integrated with actual school experience of disabilities? What are the partnership arrangements?

(e) What are the conceptual and strategic issues to be addressed in advancing initial teacher experience of disabilities?

The conference was a major success and well received. Individual and group responses to the above questions are in process of collection and analysis. The conference programme follows:

Conference aims

To facilitate in two conferences a sharing of policy and practice regarding the practical preparation of pre-service teachers for Special Educational Needs in schools in the North and South of Ireland and to present to SCoTENS a report for publication.

CONFERENCE PROGRAMME

Thursday 22 March

12.30   Registration and sandwich lunch

1.30:   Dr Michael Shevlin: Review of the first phase of the SCoTENS research and plans for its development.

2.00   Twelve Questions:
              Six conference members were asked to take 15 minutes to address the following 12 questions:

1   Is your programme undergraduate or post graduate? What is its duration and how is teaching practice distributed throughout the programme?

2   Are mainstream schools allocated to students or do students find their own schools?

3   How are mainstream teachers/mentors involved in student preparation for SEN?

4   How ere special schools/units involved in student preparation for SEN?

5   What proportion of students gain access to special school experience?

6   Is student competence or reflection in mainstream SEN settings assessed? How?

7   Is student competence or reflection in special school settings assessed? How?

8	What do you see as the strengths of current strategy for preparing students for SEN?
9	What do you see as our current needs in preparing students for SEN?
10	What ideas for improvement would you advance? Are any ideas being considered?
11	What opportunities or resources could be exploited to improve student preparation?
12	Are there any obstacles or threats to the quality of student preparation for SEN?

3.30	Plenary

Friday 23 March

| 9.30	Recap of issues raised in Session 1
9.45	Twelve questions: Seven conference members were asked to take 15 minutes to address the same questions as on Day One
11.15	Coffee
11.30	Hugh Kearns: Teacher preparation for SEN: A review of research and theory
12.15	Workshops: What are the implications of the research and the theory for teacher educators?
12.45	Sandwich Lunch
1.30	Developing student experience of SEN in ITE: A resource for Initial Teacher Education. Structured whole group discussion
3.00	Close

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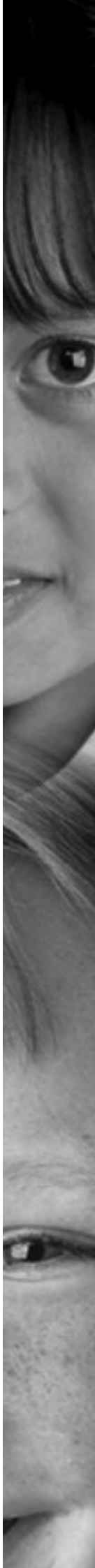
Research and Exchange Reports
Funded or co-funded by SCoTENS 2006-2007

THE INCLUSIVE SCHOOL: A TOOLKIT FOR TRAINERS

Mary Yarr, Southern Education and Library Board
Dr Barbara Simpson, Trinity College Dublin
Professor David Little, Trinity College Dublin

The primary aim of this project was to develop and pilot a toolkit for in-service professional development to support the challenge of integrating non-English speaking primary pupils into the mainstream and to promote the achievement of the inclusive school.

Postal Survey

A selection of pages from the draft Toolkit was circulated to 62 schools in the South and 25 schools in the North. An accompanying questionnaire elicited feedback, comments and suggestions. The feedback was analysed to inform both further development and a consultative workshop. Responses to the survey were overwhelmingly positive with some useful suggestions for additional material which are now under development.

Consultative Workshop

A one day workshop was held in November 2006 in Cavan town, attended by 40 participants representing 28 schools. It was also attended by DES and DE representatives. The delegates represented a cross-section of urban and rural schools with both large and small numbers of non-English speaking pupils. Delegates received the overview of the Toolkit and its content and generated useful comments in different elements.

The target for completion of the materials is 23rd February 2007 and a draft will be submitted to the two Departments of Education, North and South. . Graphic design, editing, proofing and printing will be carried out in February 2007 and submission to the two Departments of Education will follow before it goes to publication.

Project completed
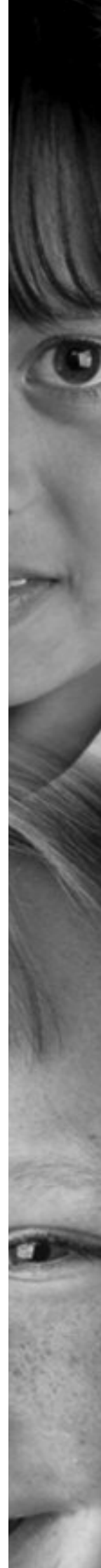
ICTs IN INITIAL TEACHER EDUCATION NORTH AND SOUTH: THE CHALLENGES OF EMBEDDING ICTs IN THE LEARNING TO TEACH EXPERIENCE

Roger Austin, University of Ulster
Paul Conway, University College Cork
Deirdre Graffin, University of Ulster
Joe O'Hara, Dublin City University

Introduction: SCoTENS context

This paper outlines the work of an Information and Communication Technologies (ICT) in Initial Teacher Education (ITE) conference held in Dublin in October 2006, plus a related research study. This was the ICT in Teacher Education workgroup's second conference, having held its first conference in Armagh in November 2004 (see Austin and Conway, 2005), and builds on earlier cross-border collaboration on ICTs in education (Dissolving Boundaries project, Austin *et al,* 2003). The 2004 conference had focused on ICTs in Teacher Education encompassing initial and early professional development. Based on participant interest and perceived need to address the challenges of embedding ICTs in Initial Teacher Education, the second conference focused on this aspect of ICTs in Teacher Education. An important context for the current debate on the the best uses of ICTs in ITE is that increased economic prosperity both North and South has facilitated investment in ICTs in education. As such, some searching questions need to be asked about how to allocate and appraise funding, resources and evaluate ICT integration in terms of key educational aspirations.

This report is structured as follows. First, we note key policy trends in Northern Ireland and Republic of Ireland in relation to ICTs in education and teacher education. Second, we summarise key findings from a phone interview with ICT lecturers North and South undertaken in preparation for the 2006 conference in Dublin. This phone survey (building on the pilot phone interview undertaken for the 2004 conference) was intended to provide an overview of current practice and provision in relation to ICTs in Initial Teacher Education institutions North and South. Third, we note the focus of the four case study presentations at the 2006 conference. Fourth, we highlight recurring themes relating to ICTs in teacher education, drawing from both the 2004 and 2006 conferences. Finally, we identify emerging themes and note possible future directions for work on ICTs in ITE, given the large attendance at the 2006 conference and widely held view by conference participants that more needs to be done to integrate ICTs into Initial Teacher Education.

A number of key policy factors have a bearing on what has or should take place in terms of ICT in initial teacher education, because integrating ICTs into teacher education will eventually contribute to economic opportunities, greater civic

participation and provide the basis for lifelong learning. Reflecting the worldwide trend toward the integration of ICTs in education (Zhao, Lei, and Conway, 2006; Lei, Conway and Zhao, in press) in both Irish jurisdictions, there has been significant effort to integrate ICTs into teaching and teacher education. This is driven by three main aims: economic advancement, enhanced citizenship and capacity building in terms of access to lifelong learning.

In both Northern Ireland and the Republic of Ireland the first steps taken by government in the late 1990s were marked by heavy investment in infrastructure and a justification for cost being made on the grounds that such investment was good for the economy. One year in particular, 1997, was a watershed year in terms of ICT policy in education both North and South, with the publication of key policy documents which have shaped investment in infrastructure and teacher professional development as well as providing guidance for schools in terms of appropriate and preferred uses of ICT. In N. Ireland, *The Education Technology Strategy for Northern Ireland* (1997) has been a key policy document and C2K has been the guiding policy initiative. In the Republic, *Schools IT 2000: A Policy Framework for the New Millennium* (1997) has provided the impetus for the integration of ICTs in to primary and post-primary schools.

Policy context in Northern Ireland

The importance of investing in ICTs in education is not new in Northern Ireland. For example, as far back as 1989, this point was made explicit by the Northern Ireland Economic Council. Decisions about how to get best value for money in terms of investing in ICT infrastructure in schools were also important; in the case of Northern Ireland, an independent survey of provision of hardware in schools carried out by KPMG found that there was no coordinated policy for purchase between the five Education and Library Boards and that as a result, there were huge variations in pupil-computer ratios. In Belfast, for example, this varied from 1:14 to 1:82. There have also been two other factors at play in Northern Ireland; the first was the fact that the Blair government was on the point of introducing a National Grid for Learning (NGfL) and that part of the purpose of this was to reduce the digital divide across the United Kingdom. Secondly, on the back of the Good Friday Agreement, there was the political will to recognise that both Northern Ireland's geographical position on the edge of Europe and its recent troubled history warranted a centralised approach to ICT investment in education.

The result of this was the development of an ICT strategy built around three key principles: first, a public –private partnership was the only way to deliver sufficient hardware and connectivity to enable every teacher and child to have access to the new technologies. An estimated £500,000 was budgeted over a 10-year period, the equivalent of £150 per pupil per annum. The main thrust of this investment was to provide a service called Classroom 2000 (C2K) which included a common hardware platform for every school, common software, connectivity for
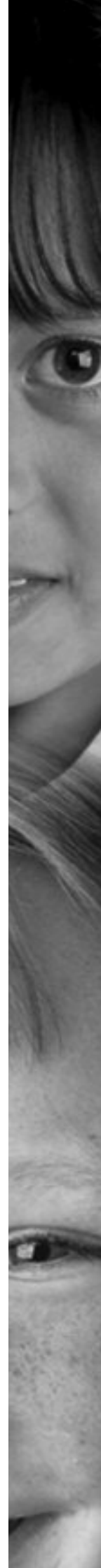
both the curriculum and administrative purposes through broadband, and an emerging Virtual Learning Environment (Learning Northern Ireland).

Second, there needed to be an alignment between the use of ICT and its place in the curriculum. Third, there needed to be an extensive programme of teacher training. It was noted that this quasi-mandatory training cost £10.5 million, significantly less than the cost of the hardware, and was confined to teachers already in post. Furthermore, the Department of Education in Northern Ireland had recognised the need for other ICT initiatives, and had, for example, worked with the Department of Education and Science in Dublin to support the cross-border Dissolving Boundaries programme.

A review of ICT strategy in 2002 indicated that 85% of the targets set had been met but that more needed to be done to embed ICT in classroom practice; this led to the launch of the Empowering Schools policy (2004) which identified further targets related to the integration of ICT in teaching and learning. In summary, the Northern Ireland story was one of centralised management which carried some significant advantages in terms of the 'refreshment' of hardware every 5 years and the shift of responsibility for maintaining the hardware taken from teachers so that they could focus on the pedagogy of using ICT to best effect. Set against these positives were some continuing challenges; it was noted, for example that the security needs of C2K currently made it difficult for communication between schools in Northern Ireland and those outside, though these problems were recognised and were being investigated. Forthcoming inspection evidence on the use of ICT in schools indicated a heavy reliance on a limited range of ICT applications and the need for substantial further teacher training.

Policy context in Republic of Ireland

Like many developed countries, RoI is now in its third wave of ICT policy and planning (Zhao, Lei and Conway, 2006; Fitzpatrick and Conway, 2005). In the case of Irish ICT policy in education, three phases in policy development over the last decade can be identified:

1. The initial policy formulation phase encompassing various reports during the early and mid 1990s culminating in Schools IT 2000 (1997-2000). Evaluation of the impact of Schools IT 2000, undertaken by the National Policy Advisory and Development Committee (NPADC, 2001);
2. Publication of *Blueprint for the Future of ICT in Irish Education* up to the end of 2003. No plan was published to continue policy directions identified in both Schools IT 2000 and the Blueprint documents;
3. Policy by initiative: that is, there is no overall policy on ICTs in education at present. However, significant moves in ICT policy can be seen by examining the various initiatives undertaken over the last three years (e.g. rollout of

broadband, various developmental initiatives and pilot projects examining different aspects of ICT integration in primary and post-primary schools). In 2007 the publication of a new ICT in education policy document was promised in conjunction with a significant investment in ICTs as part of the 2007-2013 National Development Plan.

Schools IT 2000 was published in November 1997 by the Department of Education, and has remained the key document and guiding instrument for ICT in education. The three main strands, outlined in this 39-page document, to guide ICT integration have remained as significant arenas of work for the National Centre for Technology Education (NCTE), the Technology Integration Initiative (TII), the Teaching Skills Initiative (TSI), and the Schools Support Initiative (SSI, which included SIP i.e. Schools Integration Project). The interdependent nature of these initiatives is stressed throughout the document in the hope that Schools IT 2000 would be undertaken as a national partnership involving education, business, and other partners in the educational process facilitated by the National Centre for Technology in Education (NCTE). Most noteworthy in relation to these three strands is that initial teacher education does not fall under the remit of any of the three. As such, the absence of attention to ITE in Schools IT 2000 was an unfortunate omission.

In summary, what we can see on both sides of the border has been a strong focus on infrastructure, with teacher professional development having a lower profile of public expenditure. But if we are to realize the full benefits of ICT investment, Austin and Anderson (2007) argue that there needs to be alignment and sustainability. A key part of this are the expectations placed on teacher training providers regarding ICT competence of those undergoing initial training. In the following section we report on the findings of the first ever cross border survey of ICT provision from all teacher training providers in Northern Ireland and the Republic of Ireland.

ICT in Initial Teacher Education Phone Interview Study

The Northern Ireland and Republic of Ireland element of the SCOTENS ICT in ITE research saw two researchers in each jurisdiction conduct a detailed phone interview survey (n=17) with representatives of ITE providers at both primary and post-primary level both North (n=5) and South (n=12). Each of the semi-structured phone surveys followed a template agreed with the core research team and took between twenty five and thirty minutes to complete. The focus of these interviews was as follows:

- PURPOSE: Why do we use ICT in ITE?
- CURRENT USAGE: What we do?
- FUTURE: Where are we going?
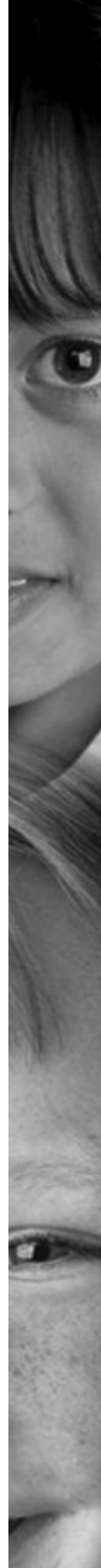
In addressing these three orienting questions, the phone interview study encouraged providers to assess the ICT in ITE context in their institution under six headings. These were:

1. Contextual information on the institution including course type, student numbers etc.
2. Current ICT usage at all levels of ITE
3. How the ICT element of ITE is assessed
4. Resource provision
5. Staff development
6. Future plans

The research raised a number of important themes as well as providing an extensive body of baseline data relating to ICT usage at all levels of ITE in both NI and RoI. In the following paragraphs, rather than detail all the issues that emerged, we higlight some key findings in the two jurisdictions.

Republic of Ireland findings

Taking an overview of the findings, what was interesting was the degree to which providers agreed in a number of key areas despite their differing sectoral, subject and indeed geographical locations.

Shared understanding about purpose: One of the more striking areas of agreement to emerge was the shared understanding as to the purpose of ICT usage in ITE. Virtually every provider indicated that they used ICT in their ITE programmes in order to enhance the quality of teaching and learning provided. One provider somewhat colourfully described their philosophy in the area as being one which sought to "squeeze every last bit out of technology in order to enhance teaching and learning". When challenged to define what exactly 'enhancing teaching and learning' actually meant, one respondent suggested that it involved "helping students develop as active participants in the use of technology rather than becoming passive observers at the show". Providers were anxious to emphasise that their use of ICT was guided by educational principles, not technological capabilities. Some indicated that they felt they were the only individuals within their organisation arguing for the development of a contextually appropriate pedagogy of ICT usage. Indeed a number of respondents stated that many of their colleagues were more focused on what the technology could do rather than why they should use it. It was within this context that a number of providers raised the need to accurately assess the added value associated with the usage of ICT in education before making any major resource allocation decisions.

Diversity in ICT usage: It is perhaps not too surprising that there was quite an amount of diversity in actual ICT usage across the providers. While most courses provide a basic 'introduction to ICT' module or course, still called AV skills or

educational technology in a number of institutions, there are a broad range of specialist modules provided in the latter stages of many programmes. These include courses in graphic design, web design, product evaluation, online communication through blogging and VLE usage. Quite a number of courses at second level offer discrete modules which are relevant to subject specialisms, while a number of primary institutions provide modules dealing with targeted usage for particular sub-groups at primary level.

Lack of support for staff development: Another striking theme to emerge was the relative lack of support for staff development initiatives designed to support interested ITE faculty in enhancing their core ICT skills. While most institutions had some form of introduction to ICT built into their induction or staff development programmes, very few had designed the type of ongoing skills enhancement programme that is necessary if staff are to continue to innovate in the area. Indeed rather than seeking to identify staff requirements in the area of ICT in a proactive way, most providers seem to wait for staff to identify their own skills gaps before they, at times reluctantly, move to support them.

Future trends and challenges: A final series of themes to emerge from the survey dealt with identifiable future challenges and possibilities. While most providers indicated that they still had a great deal of personal enthusiasm for their own use of ICT, they felt that their many of their colleagues were at best neutral and at worst hostile to the idea of greater ICT integration in ITE. Some of this hostility was down to a lack of understanding of the inherent potential of the technology to enhance learning, but perhaps more worryingly, a lot of it was due to a sense that colleagues had neither the time or competence to begin to engage with the area. On a more positive note, there was a sense that the emergence of new communications focused technology such as VLEs and blogging software had the potential to greatly enhance the quality of the teaching practice element of ITE. Indeed a number of providers felt that there were the beginnings of a new ICT literacy emerging in their student bodies which they were engaging with and hopefully expanding. However there was a general sense that we as educationalists needed to be very conscious of the need to prevent the emergence of a 'digital underclass' who would be excluded from this new literacy through a combination of a lack of funding, a lack of interest and a lack of opportunity.

Northern Ireland findings

Common emphasis on empowering teachers to enhance learning for life: All providers communicated their understanding of the underlying purpose for the inclusion of ICT within teacher education as focusing on the importance of empowering teachers to enhance learning for life. The notion of empowering teachers was elaborated using examples of illustrations provided by these contacts – as a support mechanism; developing competence in how to integrate it effectively; an ability to use ICT selectively; the use of ICT being so fluent that it
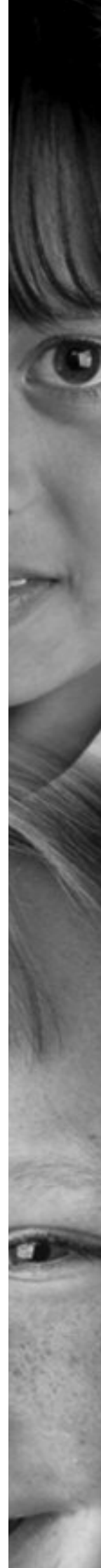
isn't a barrier, and finally for students to see providers lead by example. Understanding of what enhancing learning encompasses was explored, again using illustrations provided by contacts - ICT as both more visible and less visible (technology is there but it is not viewed as an impediment); enhancing learning generally, and the positive impact incorporating ICT into teaching and learning has on the learner.

Diversity in provision: All courses mix the integral and discrete with an emphasis on discrete (i.e. stand-alone courses in ICT). Discrete examples included an ICT week at the start of the programme or 1-3 hours timetabled per week. An integrated approach usually implied inclusion during subject application, when facilities allowed and were available, and was often timetabled

Commonality in software and hardware usage: There was a large degree of commonality in the range of software utilised by providers. The extent to which some examples of software was employed depended on: (i) relevance to subject specialisms and (ii) the teaching content of work assigned to students during school experience. Hardware provision by way of availability of computer suite facilities and common peripherals was similar between the providers. All have access to dedicated computer suite facilities and all but one have access to C2K facilities. Laptops loaned on a needs basis are made available by two providers and whiteboards are utilised by three institutions.

Assessment - Variance in establishing teacher competence: ICT was viewed as an externally required element of initial teacher education by four of the five contacts. However, the specific nature of this requirement was unclear. All providers described ICT as an internal requirement. There was again variation in the extent of this requirement – from general placing within aims of the institution to more explicit inclusion. For four of the providers, the inclusion of ICT within the programme was described as a compulsory element. Portfolios are used as a means of presenting and assessing competence in ICT in three of the institutions. One provider uses external validation. Three providers adopt 'in-house' certification. There is wide variation in the nature of any requirement to use ICT during teaching practice. One provider places no obligation on their students, two providers described a strong expectation and the remaining two providers outlined an explicit obligation.

Considerable support for staff development: There is a designated staff member with responsibility for ICT development in four of the institutions and meetings with this staff member take place on average three times per academic year. Identification of needs within these institutions regarding ICT is conducted both formally and informally. Course committees were described by all of these and an additional process of staff auditing was described by two providers. Informal meetings and discussions with subject leaders were also described as a mean of identifying ICT needs of staff.

Future trends and challenges: Three key areas were identified as impacting on the use of ICT within teacher education: staff development, technology infrastructure in schools and HEIs, and policy directions. In relation to staff development, independent and team time to familiarise and prepare for inclusion of ICT both within the teaching programme and subject area was highlighted as a challenge, along with differing baselines and how this impacted on confidence levels. The perception of ICT as an additional consideration was also described. In relation to technology infrastructure, the challenges student teachers face in host schools in accessing facilities and the opportunities afforded to them was seen as problematic. Access to general facilities in HE was also seen as challenging, and specific reference was made to challenges in both accessing and utilising LNI (Learning Northern Ireland: the VLE component of C2K provision). In relation to policy directions, ICT related strategy documents such as *Empowering Schools Strategy* and LNI, and the roll out of the curriulum and role of ICTs in it, were all seen as critical in supporting the role of ICTs in ITE.

Invited Case Study Presentations at Conference

There were four case study presentations:

1. South, Post-primary. *Using digital video technology and online discussion fora to enhance undergraduate teacher education students' microteaching experience* (Conor Sullivan and Joe O'Hara, Dublin City University). The purpose of this case study was to report on an attempt by Dublin City University to enhance the quality of its initial teacher education programmes (ITE) through the integration of ICT into its core structures.
2. North - Post-primary. *Electronic portfolios in initial teacher education,* (Linda Clarke, University of Ulster). The purpose of this case study was to report on developments in the University of Ulster in the use of electronic portfolios in initial teacher education.
3. North – Primary. *ICTs in Initial Teacher Education in UU,* (Deirdre Graffin, University of Ulster). The purpose of this case study was to report on developments in the University Ulster in the nature and range of student's experiences of ICT in the initial teacher education of primary teachers in UU.
4. South – Primary. *ICTs in Initial Teacher Education at Mary Immaculate College,* (David O'Grady, Mary Immaculate College Limerick). The purpose of this case study was to report on developments in the initial teacher education of primary teachers in Mary Immaculate College, University of Limerick's three teacher education programmes: the three-year B.Ed; the four-year B.Ed & Psychology, and the 18-month Graduate Diploma in Primary Education.

Recurring questions for ICTs in ITE

A number of common issues or questions in relation to ICT policy and ICT integration in teacher education were identified at the conference (echoing and elaborating on themes raised at the 2004 conference in Armagh). We highlight
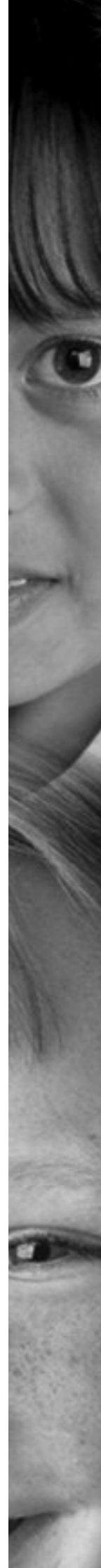
these common and recurring issues as a series of questions - questions that are recurring and persistent amidst efforts to integrate ICTs in schools and initial teacher education both North and South.

- What has happened given a decade of investment in ICTs in education?
  - Since the publication in the North of *The Education Technology Strategy for Northern Ireland,* and *Schools IT 2000* in the South, to what extent is there evidence that students, student teachers and teachers are learning in new ways in the context of ICT integration? A number of speakers in the final discussion noted the mixed success of ICTs in both schools and in ITE in the higher education sector.
- What is the relationship between teacher education, the economy, society and the use of ICTs in schools?
  - In both North and South ICT integration in teacher education is increasingly presented as a part of a wider societal agenda to meet the challenges of an ever flattening world in the context of the knowledge society.
- How has the relatively fast pace at which there has been a significant improvement in access to digital tools in schools and in teacher education over the last few years been reflected both North and South in their use in teaching and learning?
  - There is widespread perception that ICTs are underused in both schools and teacher education institutions (as expressed by participants at both 2004 and 2006 conferences). Nevertheless, despite the actual and perceived underuse and far from optimal integration of ICTs both within schools and teacher education, there have been a number of compelling initiatives in Northern Ireland that have provided some evidence of the potential uses of ICT in teacher education.
- What expectations should teacher education institutions have in terms of how student teachers use ICTs in their teaching practice sites?
  - At both the 2004 and 2006 conferences, it was noted that schools themselves are operating under numerous obstacles in their own efforts to integrate ICTs into teaching and learning, and that these in turn constrain teacher education institutions in terms of specifying to what extent student teachers demonstrate competent use of ICTs during initial teacher education.
- How has the recent roll out of broadband North and South impacted on ICT integration in schools and teacher education?
  - At the 2004 conference in Armagh, it was noted that the then 'hot' ICT in education issue, both North and South, was the installation of a broadband infrastructure for all schools. By 2006 broadband had been rolled out. The key question that now needed to be addressed was the manner and extent to which broadband had facilitated new ways of integrating ICTs in schools, and how this was playing a role in providing new ways (possibly) for beginning teachers to experience ICTs on teaching practice.

- What is the impact on ICT integration of the wide variability among teacher education staff in their enthusiasm, experience, and competence in using and promoting ICTs in teacher education?
  - This issue was a key one raised at both the 2004 and 2006 conferences.
- What is the impact of ICTs on the quality of teaching and learning? And what are our sources of evidence when claims are made about the impact of ICTs in teaching and teacher education?
  - In essence, as expressed at both the 2004 and 2006 conferences, the widespread access to ICTs in schools North and South over the last few years is now raising questions about its integration in teaching, and its ultimate impact on students in the classroom. As such, while recently there have been more opportunities for use of ICT in the classroom, the underuse of ICTs for creative and transformative teaching points to the now widely acknowledged, unrealised potential of ICTs in teaching and teacher education.

Conclusion

The 2006 conference drew a large attendence and there was vibrant debate on the role of ICTs in initial teacher educaiton. As we have noted above, many themes raised at the 2004 conference were again raised in 2006, although there was much more emphasis in 2006 on the need to learn more about how ICTs in ITE are preparing teachers to effectively integrate ICTs into teaching, given the organisational and cultural dynamics in relation to ICTs in primary and post-primary schools. Furthermore, the fast-changing pace of technological innovation was raised as important reason to continue cross-border collaboration in an effort to address shared educational concerns North and South. In light of the interest in a further meeting on ICT in ITE expressed by conference participants, the four workgroup members have submitted a proposal to extend its work by focusing on the emerging area of digital video in initial teacher education. It is also clear that there needs to be a further sustained programme of professional development for all teachers and teacher educators, North and South, in making use of ICT to transform learning.

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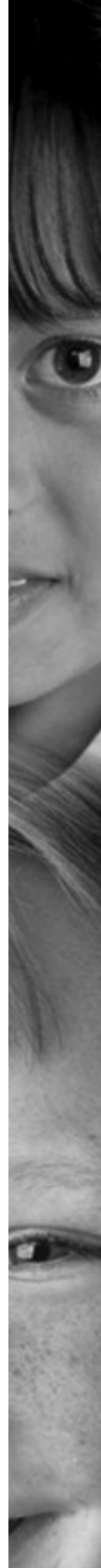
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Project completed

YOUNG CHILDREN'S SOCIAL IDENTITY IN THE BORDER REGION OF IRELAND – SUMMARY REPORT

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Abstract

The participants resided in several areas along both sides of the Irish border. The settings ranged between pre-school (3/4 years) and 6/7 years. The key criterion for selection of the participants was that they crossed the border to avail of (mainly) educational and child care provision. The children were presented with a range of stimuli depicting governmental and social institutions in both political jurisdictions that may have had an impact on their daily lives, including representations of the concept of ethnicity and political division in Ireland. The results will be discussed in light of competing viewpoints and explanations surrounding the developing child's awareness and understanding of such political and social division.

Introduction

This pilot study was initiated to explore issues of social identity of young children living around the border region in Ireland. Also in this context, the findings and methodological approach will provide a basis and framework that underpins the feasibility of a large scale study.

The basic premis of the study is propelled by the fact that since 1922, a political border has remained on the island of Ireland separating the Republic of Ireland from Northern Ireland. The border region in Ireland since 1922 has been the focus for various terrorist campaigns from Irish republicans, and has witnessed in the most recent, protracted campaign, some of the most violent exchanges between the Provisional IRA and the RUC and British Army. Research in Northern Ireland in terms of the conflict has traditionally been located in urban settings, and has been understood as occurring between two ethnic groups with religion as a socially determined boundary or marker (Trew, 2006). Attempts to study children's understanding of sectarian divisions focused on children's developing ability to discriminate between Catholic and Protestant groups (Cairns, 1987), and this has included notions of national and ethnic identity as represented by each community and the institutions within each. In urban areas of Northern Ireland the interfaces of sectarian groupings tend to be physical and visible, and these have been mostly defined in very clear symbols of division between the groups.
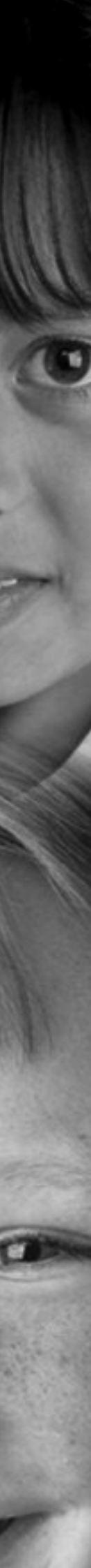
Even with the moves toward political settlement in Northern Ireland over the last 10 years, in such urban areas the threat of violence has not been entirely removed, and children here are constantly confronted with symbols of their identity such as political murals (Trew, 2006).

The border region of Ireland is an overwhelmingly rural setting. The geographical route of the border is not entirely topographical, and follows older county boundaries. As a political boundary, it also denotes a certain religious division in terms of overall proportions of Catholics and Protestants who reside on either side of it. For example, in Northern counties such as Tyrone, Fermanagh and Armagh, the proportion of Protestants ranges between 30% and 50%. Whereas in the Republic's counties bordering these - Donegal, Leitrim, Cavan, Monaghan, and Louth - the proportions are between 5 and 20%. On the immediate Northern side of the border, however, the proportions in terms of religion are more reflective of those in the Republic. During the recent conflict, the border in Ireland was very visible. There were fortified police and military installations and blocked roads that clearly defined where the border was situated; customs posts existed on many roads. In contrast to urban areas, the trappings of the conflict have largely been removed, and since the relaxation of border controls within the EU, customs posts no longer exist. Therefore the border is now not visible or obvious in physical terms. Distinctive symbols of either nationality or sectarian division are not at all conspicuous.

In light of this, aspects of space, place, and interface in a sectarian sense would not obviously impact on the developing identity of children. Europeanisation and the peace process have produced a 'normalisation' of the border, where it is less relevant in daily life and should fit in with hybrid, plurinational, and transnational identities (Laffan & Payne, 2001). Yet children growing up in this region will experience two sovereign political entities. These have different and distinct education systems, two health and social care systems, two justice and policing systems, and two separate economies. Indeed Todd et al. (2005) make the point that much of the scholarly research on state boundaries assumes that these are at least salient forms of conditioning in terms of identity. Establishing a measure of the extent to which any such impact that residing in the border has upon young children's social identity formation, will bring forward valuable perspectives on policy in areas such as education provision, health care delivery, policing and justice, and economic integration and cooperation.

Methodology

The methodological approach uses Social Identity Theory (Brown, 2000; Tajfel & Turner, 1986) as an initial framework for underpinning the research. A major aspect of the theory is that it provides for an explanation of how identity emerges from the processes of social categorization and comparison. There are various competing viewpoints as to what age young children can begin to

coherently express social categorisation and comparison between themselves and those from another group. Generally, it is thought that children develop the ability to categorise people at around 2-3 years; salient categories include gender at this stage (Trew, 2006). According to Aboud and Amato (2001), by age four children can use distinctions among people based on ethnic or racial groups. On the other hand, Connolly et al. (2002) found that out of a sample of 352 children, only a very few 3 year olds, and only 20% of six year olds, could make coherent meaning and distinction between the terms 'Protestant' and 'Catholic'. Given the partial and largely inconclusive perspectives on the cognitive development of identity of children in both early years and middle childhood, this research sought participants from two age categories:

The children

- 6/7 years N=7, 5 x female 2 x male
- 3/4 years N=8, 5 x female 3 x male

The settings were as follows:

- 2 x pre-school settings
- 1 x community group

These were situated in border areas covered by:

- South Armagh – Louth
- Armagh – Monaghan
- Londonderry - Donegal

The children were all from the Catholic community. The children were presented with a range of photographic stimuli depicting governmental and social institutions in both political jurisdictions that may have had an impact on their daily lives, including representations of the concept of ethnicity and political division in Ireland. Discussion was promoted and focused on the domains of interest portrayed by the photographs, and recorded accordingly. This procedure was carried out both individually and in small groups.

Findings

Brief findings are presented here under the broad headings that denote the social categories and themes in the research model and approach. Each theme is further divided according to the age categories of the children and their responses.
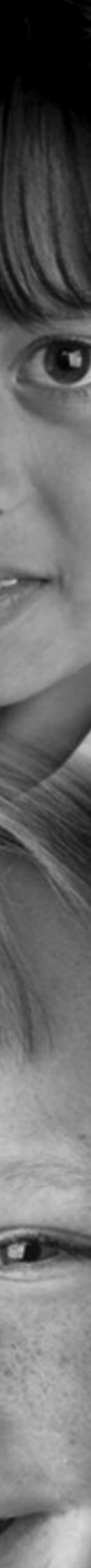
Education
6/7 year olds

There are unlikely to be obvious differences between North and South of the border in terms of images of classrooms or other stimuli that would portray recognisable educational settings. However, discussions with the children included prompts with regard to their thoughts around differences and aspects of diversity in this context.

- When presented with the picture of a classroom, a response: "that must be from the South, because there are a lot of coloured people. Most coloured people live in the South around Dublin".
- When asked about 'different' children or different schools: "Julie and Nathalie come from Poland".

It was clear that these children did perceive diversity or inter group differences in their cultural setting as involving Protestants and Catholics, or others from Northern Ireland or the Republic. Their experiences of difference and diversity involved more global notions of race and immigration to Ireland.

3/4 year olds

- None of the children recognised that there might be any difference between North or South.
- They did not indicate a concept of the border at all.

Justice

The older group of children recognised that there were differences between the two police forces, and that they both performed 'normal' policing functions.

6/7 year olds

- Recognised differences between An Garda Síochána and PSNI.
- …but saw both mostly in a policing function: (PSNI) "would come if there is a robbery to see who done it"

3/4 year olds

The younger group of children also perceived police from both sides of the border as performing globally recognisable policing functions. It was clear that they did not see the PSNI as any different from the Garda Siochana. Policing in general was seen as similar to popular media portrayals on television:

- (PSNI) "would shoot you"
- (Garda) "they would shoot as well".

Health

In terms of experience of and use of healthcare provision, all of the older group mentioned settings that were in Northern Ireland. However, they did not recognise that there were any particular differences between there and other facilities and services across the border.

6/7 year olds

- No concept of Northern or Southern healthcare differences.
- All were aware of using the National Health Service in the North.

3/4 year olds

- No concept of Northern or Southern healthcare differences
- Just recognised doctors, nurses, hospital, ambulance etc.

Economy

Both groups of children demonstrated that they knew that there were two economies in terms of currencies. The older group of children displayed quite a sophisticated knowledge around value for money and exchange rates between the two currencies. However, the differences tended to be expressed more in a European context, rather than any salient national differences in the Irish context.

6/7 year olds

- All the 6/7 year olds distinguished the differences between Sterling and Euro.
- Recognised through this that there were different places referred to as "North" or "South".
- "you can spend both round here".
- "..can use Euro in Spain or Amsterdam".

3/4 year olds

- Several of the 3/4 year olds indicated that different money was spent in Derry/Donegal.
- Responses to the picture of the Queen on Sterling included:
- "Barbie"
- "a Princess"
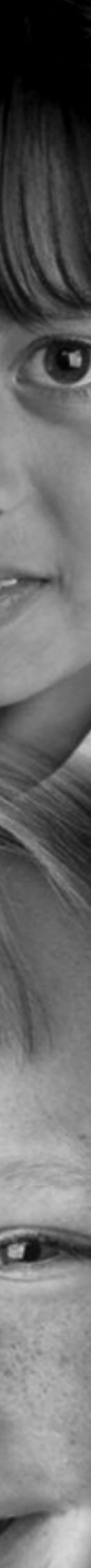
Nationality

On presentation of symbols of national identity in an Irish context, neither group of children were prompted to respond with any allusions to conflict or sectarianism. Rather, they saw the Union flag in particular in a global popular media context, or the Irish flag as merely a local symbol of national identity.

6/7 year olds

- Union Flag – "maybe England"; "See it in America or London"; "Saw it in my favourite TV programme, Bratz, they were shopping in London".
- Ulster Flag – "Liverpool?"; one child recognised the red hand of Ulster in the context of being on the Tyrone county crest (GAA).
- Irish Flag – "there's one down the street; "it is in Newry, and Newry is in Ireland".
- EU emblem – "Brazil".
- Differences within the island of Ireland were saliently represented within the minds of the children by GAA county competitions.

3/4 year olds

- Union Flag – "the 'Little Britain' flag"
- Most of the younger group of children though, showed preferences based on aesthetic qualities of the symbols and emblems.

Conclusions

The implications of the findings of this small sample pilot study point toward agreement with Connolly (1998) that research relating to young children is at best partial and inconclusive. It must also be recognised however, that with such a small sample, and the fact that there is an obvious lack of broad representation of the population in the border region of Ireland, the findings should be treated with caution, and that generalisations cannot be robustly made from them. Nevertheless, the purpose of this study was to draw out some of the issues that would require further investigation, and the findings certainly point to interesting and important avenues for research both in terms of developmental psychology, and in relation to transitions away from conflict in this region.

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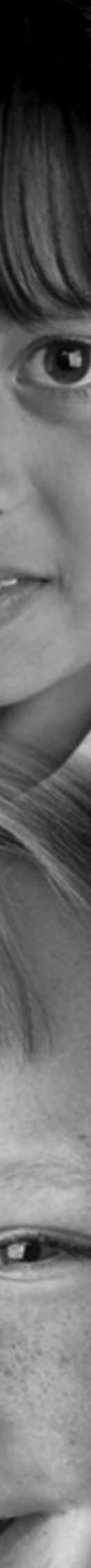
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Pilot project completed

IASSEE – AN ALL-IRELAND LONGTUDINAL STUDY OF STUDENT PERCEPTIONS OF HISTORY, GEOGRAPHY AND SCIENCE EDUCATION (PHASE TWO)

Richard Greenwood, Stranmillis University College, Belfast
Susan Pike, St Patrick's College, Drumcondra

Report on IASSEE collaborative project 2007

The Irish Association for Social, Scientific and Environmental Education (IASSEE) was initiated in 2000 as an inter-college association for teacher educators in science, history and geography education on the island of Ireland. The association is committed to the development of North-South links in teacher education, to the promotion of scholarship in teacher education, and to the improvement of the quality of teaching and learning in the three subject areas through the sharing of experience and the research. The support of SCoTENS has been invaluable in allowing the association to develop and to engage in research.

Research into student teachers' perceptions, attitudes and prior experiences of learning suggests that these experiences can exert a continued influence on practice which can be relatively undisturbed by their initial teacher education. In 2004 IASSEE embarked on a longitudinal study of student teachers' perceptions and experiences of learning in history, geography and science. Having developed and piloted the entry questionnaire in 2003-2004, the questionnaire was administered to all first year B.Ed students in participating colleges in the autumn of 2004. In the following academic year focus group interviews were conducted with a sample of the students in all colleges. The research has now entered its final phase of data collection. In spring 2007 the exit questionnaire was administered to final year B.Ed students in the colleges in the Republic of Ireland. The questionnaire will be administered to students in the Northern Ireland colleges in spring 2008. This questionnaire focuses on the students' experiences as student teachers, and explores, among other questions, the impact of initial teacher education on the development of their attitudes and perceptions.

The research has already assisted members of IASSEE in evaluating their courses and helped to establish strong lines of communication and collaboration between the colleges in the relevant areas on a North-South and all-Ireland basis. It is intended, however, that the study will also make a significant contribution to research into teacher education in general. The first publication arising out of the data of the entry questionnaire was published in *Irish Educational Studies* in 2007.[6] This analysis focuses on the quantitative aspects of the data and provides a comprehensive subject-based profile of the student teachers in terms of level of education attained in history, geography and science and attitudes towards the subjects at the time of entry. The qualitative data relating to students' prior experiences is currently the subject of analysis by subject-based inter-institutional groups of researchers. It is intended that publications arising out of this data will be available in 2008.

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6   Waldron, F., Pike, S., Varley, J., Murphy, C. & Greenwood, R. (2007) 'Student Teachers' prior experiences of history, geography and science: Initial findings of an all-Ireland survey', *Irish Educational Studies,*16:2, 177-194

Conference, Research and Exchange Projects
To be funded or co-funded by SCoTENS 2007-2008

DIGITAL VIDEO AS A TOOL FOR CHANGING ICT LEARNING IN SCHOOLS AND TEACHER EDUCATION

Dr Roger Austin, University of Ulster, Coleraine
Ms Deirdre Graffin, University of Ulster, Coleraine
Mrs Linda Clarke, University of Ulster, Coleraine
Dr Paul Conway, University College Cork
Dr Joe O'Hara, Dublin City University

This project will:

- Identify examples of digital video which show how ICT can be used for transformational learning, in contrast to focusing on substituting for or amplifying existing teaching and learning practices;
- Work with partners such as National Centre for Technology in Education, Dissolving Boundaries and Dreamlab to produce and showcase appropriate video resources;
- Host a North-South conference for relevant parties in teacher education along with curriculum development agencies involved in producing and disseminating digital video resources for educational institutions.

SCoTENS grant awarded Stg £6,000

DEVELOPING REFLECTIVE SKILLS IN STUDENT TEACHERS

Dr Gerry MacRuairc, University College Dublin
Dr Judith Harford, University College Dublin
Mr Dermot MacCartan, St Mary's University College, Belfast

This project will:

- Develop a model to support reflective practice among post-primary student teachers, North and South, in order to provide them with the key skills of critical reflection at an early, formative stage of their development;
- Organise a conference before the end of June 2008 at which the research outcomes will be presented;
- Complete a research paper aimed at publication in an international journal.

SCoTENS grant awarded €7,194

BUILDING EFFECTIVE SCIENCE OUTREACH STRATEGIES NORTH AND SOUTH

Dr Veronica McCauley, National University of Ireland, Galway
Dr Christine Domegan, National University of Ireland, Galway
Dr Kevin Davison, National University of Ireland, Galway
Dr Sally Montgomery, W5 Interactive Discovery Centre, Belfast
Dr William McClune, Education Department, Queen's University Belfast
Dr Ruth Jarman, Education Department, Queen's University Belfast
Ms Eileen Martin, Science Shop, Queen's University Belfast
Ms Emma McKenna, Science Shop, Queen's University Belfast

The primary aim of this project is to evaluate the structure, geographical spread and composition of Science Communication and Outreach activities in Northern Ireland and the Republic of Ireland with a view to understanding their impacts and improving their design, management and resource efficiency. The research team will undertake an all-island organisational survey of science communication and outreach providers by drawing together at least 15 science outreach partners, including Science Foundation Ireland and Forfás, into a North-South networking symposium.

The key outcomes that will benefit educators will be:

• An all-island database housed in NUI Galway;
• A report of science communication and outreach activities on the island;
• The forging of strategic North-South alliances for future outreach activities.

SCoTENS grant awarded €11,000

SOCIAL JUSTICE EDUCATION IN INITIAL TEACHER EDUCATION: A CROSS BORDER PERSPECTIVE

Dr Marie Clarke, University College Dublin
Dr Audrey Bryan, University College Dublin
Professor Tony Gallagher, Queen's University Belfast
Dr Margaret Reynolds, St Mary's University College, Belfast
Dr Ken Wylie, Stranmillis University College, Belfast

The project will:

• Map existing provision and approaches to social justice, diversity and development education in teacher education institutions on both sides of the border;
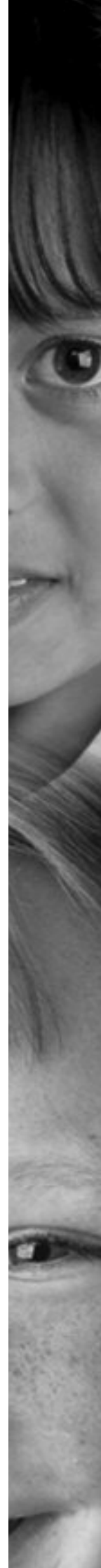
- Involve policy makers in the Departments both sides of the border to connect the academic and policy perspectives on these issues;
- Gather attitudinal data on social justice, diversity and development issues among student teachers on two Initial Teacher Education programmes, and establish whether there are observable differences between students in the two jurisdictions in order to create an initial comparison which would form a proposal for a larger study.

The project will involve the organisation of two seminars: one for academics to compare the role of social justice in teacher education programmes on both sides of the border; and the other for academics and policy makers. A questionnaire on attitudes to social justice, diversity and development issues will also be distributed to teacher education students.

SCoTENS grant awarded €7,160

IASSEE ALL-IRELAND LONGITUDINAL STUDY OF STUDENT PERCEPTIONS OF HISTORY, GEOGRAPHY AND SCIENCE EDUCATION

Ms Susan Pike, St Patrick's College, Drumcondra, Dublin 9
Mr Richard Greenwood, Stranmillis University College, Belfast

This is the final phase of a three year project under the auspices of the Irish Association for Social, Scientific and Environmental Education (IASSEE). It will:

- Develop a research framework and procedures to determine teacher education students' knowledge and understanding of content and pedagogical issues relating to primary history, geography and science, and their experiences of learning and attitudes to teaching these subjects at primary level;
- Strengthen North-South links in Initial Teacher Education and support the development of research projects in an all-Ireland context.

Phase 3 will see the completion of this research project, with the whole cohort of teacher education students in seven primary teacher education institutions on the island questioned on exit from their B.Ed. courses, and the data inputted and analysed.

SCoTENS grant awarded Stg £5,000

SCHOOL-BASED WORK IN THE NORTH AND SOUTH OF IRELAND: EXPLORING THE ROLE OF THE HEI TUTOR

Dr Brian Cummins, Stranmillis University College
Ms Bernadette Ni Aingleis, St Patrick's College, Drumcondra, Dublin

This project will explore the role of the Higher Education Institution tutor during school-based work placements in two of the largest teacher education institutions on the island: Stranmillis University College and St Patrick's College, Drumcondra.

It will do this by:

• Using a case study approach in these two institutions;
• Using the findings of this study to inform the second phase of data collection by requesting all teacher education institutions on the island to complete a questionnaire survey;
• Employing one-to-one interviews with HEI tutors and schoolteacher tutors;
• Disseminating findings at a conference of HEI and school tutors (at least 40 delegates) at St Patrick's College, Drumcondra, on 27-28 March 2008.

SCoTENS grant awarded Stg £5,000

BRINGING SCHOOL COMMUNITIES TOGETHER TO PROMOTE EDUCATION FOR DIVERSITY

Dr Ron Smith, Queen's University Belfast
Professor Keith Sullivan, National University of Ireland, Galway

This project will:

• Involve four pairs of schools in each jurisdiction which have a history of participation in intercultural and/or multicultural education, and in the Northern Ireland context, cross-community contact;
• Engage Dr Simon Lichman, Director of the Centre for Creativity in Education and Cultural Heritage in Jerusalem, to facilitate residential cross-border and cross-community development sessions with teachers from these paired schools according to the methodologies of the CCECH;
• Facilitate principals and teachers from these paired schools to attend these residential sessions;
• Have two school-home-community projects up and running in each jurisdiction by the end of the project period;
• Have completed a proposal for securing long-term funding by the end of the project period.

SCoTENS grant awarded Stg £6,000
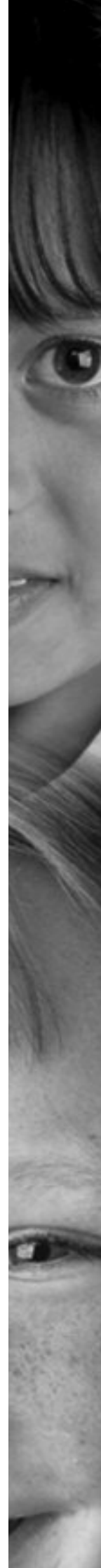
ART AND SCIENCE IN EDUCATION: MOVING TOWARDS CREATIVITY

Mr Ivor Hickey, St Mary's University College, Belfast
Ms Deirdre Robson, St Mary's University College, Belfast
Mr Donal O'Donoghue, Mary Immaculate College, Limerick

This project will organise a conference in early 2008 on ways to integrate art, design, technology and science education at teacher education institutions on the island of Ireland. This conference will cover the following topics:

- Developing a dynamic interface in education, North and South, that will harness the arts and science in a synergistic manner to enhance learning and teaching in schools;
- Expand the application of visual literacy to learning in science and technology;
- Promote innovative strategies for assessment in science and technology that will measure skills in creativity and problem-solving, and not rely predominantly on children's written literacy and numeracy skills.

SCoTENS grant awarded Stg £4,550

THE PROFESSIONAL DEVELOPMENT NEEDS OF TEACHERS WORKING IN THE AREA OF SPECIAL EDUCATIONAL NEEDS

Ms Elizabeth O'Gorman, University College Dublin
Ms Mairin Barry, University College Dublin
Mr Bernard McGettrick, University College Dublin
Dr Eileen Winter, School of Education, Queen's University Belfast
Dr Ron Smith, School of Education, Queen's University Belfast

The purpose of this project is to investigate the professional development needs of post primary teachers who are working with students with Special Educational Needs (SEN) in mainstream school settings in both Irish jurisdictions. With the inclusion of many more students with additional needs in mainstream classes, teachers at second level face ever increasing challenges.

The primary aims and methodology of this project will be:

- Strengthen best practice in training special needs teachers;
- Provide guidelines for standards and competences for special education professional development on the island of Ireland;
- Interviews and interactive response technology with a sample of stakeholders to inform the main research tool, the questionnaire;
- Postal questionnaire comprising a survey of teachers engaged in special educational needs in both jurisdictions;
- Final research report.

SCoTENS grant awarded €9,000

CROSS BORDER EXPLORATION OF CPD NEEDS OF HEADS OF YEARS IN A SAMPLE OF COMPREHENSIVE AND INTEGRATED SCHOOLS

Ms Patricia Mannix McNamara, University of Limerick
Mr Tom Geary, University of Limerick
Dr Caryl Sibbett, Queen's University Belfast

This project will aim to:

- Aim to gain an understanding of the pressures and concerns facing heads of year in second-level schools in their role within the pastoral systems;
- Explore similarities and differences, and identify learning which could be applied across the island.

It is intended that this should be part of a proposed larger, six phase research project. The SCoTENS funding will support Phase 1, which will examine the continuing professional development needs of heads of year in a sample of comprehensive schools (Republic of Ireland) and integrated schools (Northern Ireland) by means of a comparative study.

The methodology will use four focus groups comprising six-eight year heads from both jurisdictions, facilitated by an experienced moderator. Group meetings will be recorded, transcribed and analysed based on grounded theory (Glaser and Strauss 1967). Findings will be written up and the final report will be widely disseminated.

**SCoTENS grant awarded €8,000**

EXAMINING ASSESSMENT PROCEDURES FOR TRAINEE TEACHERS: A COMPARISON

Mr Justin Rami, Dublin City University
Dr Margaret Reynolds, St Mary's University College, Belfast

The objectives of this project are to:

- Describe assessment practices and techniques in a range of teacher education settings, and compare assessment systems and techniques in the Republic of Ireland and Northern Ireland;
- Investigate the rationale behind the development of assessment standards in the UK and Ireland

This project will form part of a larger research project involving the development of innovation in assessment in teacher education in relation to quality assurance
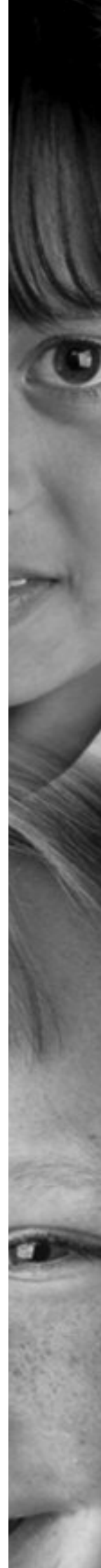
and professional development. It will analyse data from two main case studies in the two Irish jurisdictions relating to the assessment of teaching practice: authentic (in schools/other educational institutions) or simulated (microteaching).

SCoTENS grant awarded €2,087.76

THE INCLUSIVE SCHOOL: A TOOLKIT FOR TRAINERS

Ms Mary Yarr, Southern Education and Library Board
Ms Barbara Simpson, Integrate Ireland Language and Training, Trinity College Dublin
Professor David Little, Integrate Ireland Language and Training, Trinity College Dublin

The SCoTENS committee has also decided to award funding for the public launch and dissemination of the outcome of a successful research project it funded earlier under the title *Together Towards Inclusion.* This research led to the development of a practical manual for primary schools to help the integration of 'newcomer' pupils in schools and in mainstream classrooms who do not have English as a first language. This 'toolkit' will be distributed to all primary schools throughout the island of Ireland by the two Departments of Education in the 2007-2008 school year. It will provide suggestions, best practice and ideas for use by principals and teachers. A public launch is planned in autumn 2007.

SCoTENS grant awarded Stg £2,500

SCoTENS FINANCIAL POSITION

30 April 2006

	Pre Feb 2004	1 Feb 2004-31-Jan-05	1 Feb 2005-31-Jan-06	1 Feb 2006-31-Jan-07
	£	£	£	£
INCOME				
DEL/DE			50,000.00	
DES			50,000.00	
University of Ulster		40,000.00		
University of Ulster		10,000.00		
University of Ulster		12,000.00		
NUI Maynooth	20,750.95			
DES		40,000.00		
Printing Costs received from DES		1,311.48		
Nuffield Foundation				10,000.00
Conference Fees	10,010.98	7,735.30	6,988.11	10,188.11
Income received from SCoTENS Institutional members				50,460.44
Total income	**30,761.93**	**111,046.78**	**106,988.11**	**70,648.55**
Income due from Nuffield Foundation due 28/2/07				10,000.00
Income due for NUI Galway				1,368.00
Adjusted total income				**82,016.55**
EXPENDITURE				
Salaries			1,075.00	
Hospitality	153.00	4,360.26	0.00	
Professional and Consultancy costs	219.00	25,007.57	19,099.00	6,480.07
Travel, susistence and conference	1,938.00	9,052.25	30,248.00	32,715.98
Mileage	224.00	86.00	26.00	120.00
Sundry expenses	395.00	695.75	651.76	932.61
Photocopying and Printing	455.00	7,449.84	5,033.00	2,317.12
Telephone		211.56	173.00	55.87
Equipment		1,635.09		
CCBS / Administration & professional services		40,710.00		25,000.00
Total Expenditure	**3,384.00**	**89,208.32**	**56,305.76**	**67,621.65**
surplus/(deficit) for period	**27,377.93**	**21,838.46**	**50,682.35**	
Cheques yet to be issued				5,400.00
Money pledged for research projects				49,325.00
CCBS/Administration & Professional Services				29,233.00
Adjusted total expenditure				**151,579.65**
ADJUSTED TOTAL DEFECIT				**69,563.10**
TOTAL AVAILABLE 31 JANUARY 2007				**30,335.64**