



AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

TE4I Project

Stavanger, Norway

28 March 2011

Áine Lawlor, CEO/Director





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Current Irish Context - Role of the Teaching Council

- **review and accredit teacher education programmes (ITE)**
- **review the standards of knowledge, skill and competence required for the practice of teaching**
- **promote the continuing education and training and professional development of teachers**
- **conduct research into the continuing education and training and professional development of teachers**
- **review and accredit programmes relating to the continuing education and training of teachers**





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Current Irish Context - new developments and opportunities for TE4I

- **The Teaching Council**
 - **Codes of Professional Conduct for Teachers**
 - **Strategy for the Review and Accreditation of Programmes of Teacher Education**
 - **Draft policy on the Continuum of Teacher Education**
- **The Department of Education and Skills**
 - **Strategy on literacy and numeracy**
 - **Extension of duration of ITE programmes**
- **Teacher Educators**
 - **Reconceptualisation of ITE programmes**





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Initial response to TE4I Profile from limited sample

- **A human rights approach to inclusive education is welcomed**
- **Underpinning philosophy of the document aligns well with the Irish approach to teacher education**
- **Issues such as diversity, multi-cultural education and inclusion are integrated within many ITE programmes**
- **The portrayal of values in the Codes of Professional Conduct for Teachers supports the TE4I Profile**
- **A move to a four-year BEd programme will allow for enhanced opportunities for students to develop the range of skills, knowledge and attitudes to be inclusive**





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Initial response to TE4I Profile from limited sample

The range of competences outlined in TE4I p.42 provide a useful framework for teacher educators. However, the competences do not however refer to the following:

- a recognition of, and respect for, the dignity of the individual**
- commitment to social justice and the rights/entitlements of individuals**
- an appreciation and exploration of the role and contribution of the teacher to society**
- the recognition, appreciation and accommodation of the impact of a diverse society and of diverse social and educational needs on the work of the school**
- promotion of a strong sense of community and of an ethic of responsibility within schools and classrooms**





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Contact Details

www.teachingcouncil.ie

info@teachingcouncil.ie

**The Teaching Council, Block A,
Maynooth Business Campus,
Maynooth, Co. Kildare**

Phone 01- 6517900 Fax 01- 6517901

aine.lawlor@teachingcouncil.ie

00353-87-2734498

