



General Teaching Council
for Northern Ireland



Teaching: the Reflective Profession

The General Teaching Council for Northern Ireland would like to thank the many people who contributed to the development and production of *Teaching: the Reflective Profession*.



Teaching: the Reflective Profession

Incorporating the Northern Ireland Teacher Competences



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Foreword

It is with a sense of considerable pride that we welcome the publication of this celebration of teacher professionalism. We in Northern Ireland are well served by dedicated professionals who conscientiously endeavour to meet the needs of those placed in their care.

In a period of unparalleled change, it is timely that the profession takes an opportunity to reflect on a number of highly significant issues:

- the moral purposes underpinning our endeavours;
- the need for a reciprocity of understandings, in respect of responsibilities, between the profession and society at large; and
- the knowledge, skills and attributes necessary to meet new and emerging challenges.

This document addresses all of these issues and recognises the complexities of teaching and the reality that successful teachers are those who not only reflect on their classroom practice, but are also concerned with the purposes and

consequences of education as well as what might be deemed technical proficiency.

The General Teaching Council for Northern Ireland (GTCNI) has consistently rejected any attempt to adopt a reductionist approach to professional development and the adoption of a competence based analysis underpins the Council's belief that professional knowledge is by its very nature organic, and to an extent evolutionary, reflecting a synthesis of research, experiences gained and expertise shared in communities of practice.

This document offers not just an insight into the Council's understanding as to what constitutes competence, but as importantly, will offer a basis for further reflection and discussion. It will facilitate new insights and the development of a new professionalism, which will ensure that Northern Ireland's young people continue to be well equipped to meet the challenges of a rapidly changing world.



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1. Introduction

As a body committed to the enhancement of teaching as a profession, it is wholly appropriate that the Council should set out its understanding as to the nature of teaching and the competences that underpin it. In doing so, it engaged with all partners within the broader education service and, most importantly, with classroom practitioners themselves.

The notion of a competence-based approach to teacher education is not new and has been in use in Northern Ireland for over a decade. The Council, in endorsing this approach, has been conscious that the teacher competences must be considered holistically and not treated as a series of discrete entities, divested of values or a sense of mission and professional identity. The Council has sought to articulate the core mission of education and, as importantly, the ethical code underpinning our work as professionals.

Teachers, in discharging their responsibilities, engage first and foremost as individuals with a sense of moral purpose and responsibility and

it is in the interaction between mission, ethical understanding, and professional knowledge that the mystery that is never far from the heart of good teaching is to be found. Teaching can never be reduced to a set of discrete skills to be mastered in some mechanical process of assimilation. To adopt such a reductionist approach would be to deny the intellectual basis of our work and the richness of the ongoing dialogue and learning that enhances our professional practice.

The concept of professional identity has already been referred to and it is important to recognise that this sense of identity is an essential requirement for the exercise of professional autonomy. However, it is not static and it will always be subject to adaptation, modification and growth. This will be particularly significant for teachers as they respond to new professional demands and circumstances. However, regardless of changing conceptions of professional practice, an ethical and value-based approach to teacher professionalism and professional identity is the

hallmark of the Council's advocacy. In short, teachers come to their responsibilities and discharge them by virtue of the trust placed in them by parents and by society at large. This trust, and the professional autonomy associated with it, is predicated upon an understanding that teachers are committed to excellence and that they will promote the health and well-being of those in their care. Moreover, it is essential that the professional conduct and practice of teachers reflects this trust and that teachers are competent as well as being committed to lifelong learning, as a means by which they can share and renew their professional knowledge and sense of mission.



2. How to use this publication

This publication, in bringing together the Council's *Code of Values and Professional Practice*, *Charter for Education* and a coherent statement of teacher competences offers, for the first time, a comprehensive discourse which sets out the ethical basis and moral purposes of our work, as well as a clear understanding of the practice of teaching. In providing a common framework and language it will facilitate discussion and allow for teachers, acting in communities of practice, to more readily share experiences and understandings about the complex and value-laden process of education. In making explicit the knowledge, skills and values that teachers should exemplify, this publication will:

- assist with the process of personal reflection and the identification of professional development needs;
- provide a meaningful basis for professional dialogue in respect of professional development, including Performance Review and Staff Development (PRSD);
- facilitate the development and delivery of programmes – by those providing teacher education at initial and subsequent phases – appropriate to the needs of the profession;
- provide the basis for collaborative planning around identified needs at various levels: whole-school, key stage, department and interest group;
- offer a foundation for those working as mentors or as school-based professional learning and development coordinators to support beginning teachers and teachers undertaking Continuing Professional Development (CPD);
- inform important aspects of School Development and School Improvement Planning; and
- help with the establishment of a whole-school Teaching and Learning Strategy.



3. Teaching in the Knowledge Society and Economy

Vision and Mission

It is increasingly self-evident that the twenty-first century will see the emergence of what might be called a 'knowledge society'. This process has been fostered not just by the emergence of a post-industrial knowledge economy, but also by the enhanced connectivity brought about by the fusion of computing and telemetry, which has created a previously unimagined level of access to data and information.

The coming decades will see ever accelerating change and the emergence of a data rich world where economic success will be dependent upon creativity, ingenuity and the ability to access and synthesise data, and work in teams to innovate and problem solve. The mass production of a past era will no longer guarantee economic prosperity; rather, successful organisations, institutions and economies will be those who can discern trends, identify needs and move swiftly to meet these needs.

Hargreaves (2003) reminds us that the emergence of the knowledge economy and globalisation is

not without drawbacks. He posits that, in a world characterised by change and uncertainty, we run the risk of creating social instability where people are cash rich and time poor, and where there is less emphasis on community and civic well-being. This notion is by no means alarmist, indeed, the closing decades of the twentieth century witnessed something of this phenomenon.

Teachers for the Twenty-First Century

Teachers work in an environment characterised by change and uncertainty, where it might be said that 'change' is, paradoxically, one of the few constants. The irony is that we in education are expected to develop in our young people the attributes, skills and capacities that will enable them to prosper and succeed in the knowledge society and, at the same time, we are expected to counteract and mitigate, to an extent, the problems emerging from an increasingly globalised economy.

The concept of teachers in the service of both the individual and society situates our work within an ethical framework and resonates readily with the

notion of moral purpose as a defining feature of professional endeavour. Day (2004) reminds us that:

'Teachers, now, are potentially the single most important asset in the achievement of a democratically just learning society.'

He goes on to confirm that a central part of our mission is to develop and sustain within our pupils a sense of self-worth, and to create for them an understanding as to present and future possibilities. In developing its *Charter for Education*, see Annex 1, a document endorsed by the broader education service and all shades of political opinion, the Council sought to articulate this fusion of pragmatic and moral purposes. Thus the Charter states:

'...education is the path to self-realisation and personal fulfilment, civic well-being and economic prosperity.'

In short, education must contribute not just to the individual's well-being but also to the common good. It is self-evident, given this task,



that the profession, if it is to discharge such onerous responsibilities, needs not only the clarity of purpose provided by the *Charter for Education*, but also a clear framework of values such as those set out in the Council's *Code of Values and Professional Practice*. The Code, which promotes the core values of trust, honesty, commitment, respect, fairness, equality, integrity, tolerance and service, echoes the values underpinning the *Shared Future* policy and programme. This along with the Charter commits the profession to enabling our young people not just to develop as rounded individuals able to prosper in the world but, as importantly, to live together in a culture characterised by tolerance and respect for diversity.

Creativity at the Heart of Education

The importance of creativity, both in pedagogy and also as a theme that underpins the learning experiences of pupils, is regarded by educationalists as fundamental to the teaching and learning process. With this in mind, the competences have been designed to enhance professional autonomy, both at an individual and collective

level, in a way that encourages creative and innovative approaches to teaching and which, in turn, develops in pupils the ability to think creatively. Indeed, the ability to think creatively, and the innovation it encourages, is central to any modern education system that strives to enhance the life chances of children and young people.

Value-Based Practice: Charter and Code

Sockett (1993) suggests that:

'It is...impossible to talk extensively about teachers and teaching without a language of morality.'

The Charter and Code provide the moral and ethical basis for our endeavours as teachers. These documents, taken together, outline not just the moral commitments of the teaching profession but also the responsibilities to be assumed by all of the other agencies involved with the liberating enterprise of education. Some might suggest that the Charter and Code reflect an idealism that sits ill at ease with the realities of school life. However, such a view fails to recognise that the profession, if it is to

claim true professional status, must value idealism as an underpinning characteristic of the professional persona. Again, Sockett puts it most eloquently:

'Holding ideals is not exhibiting warm and fuzzy feelings but needs to be valued as part of intensive educational debate about fundamental purposes... the absence of which undermines the heart of professionalism...'



4. The Reflective and Activist Teacher

Introduction

How then might we summarise our understanding of the teacher as an educator and moral agent? The Council considers that those who are honoured with the title and status of teacher will be knowledgeable, skilful and reflective practitioners who will:

- be concerned with the purposes and consequences of education, as well as what might be called technical proficiency;
- be prepared to experiment with the unfamiliar and learn from their experiences;
- have an approach characterised by open-mindedness and wholeheartedness;
- be committed to professional dialogue in collaboration with colleagues, in school and beyond;
- have working patterns characterised by a process of action, evaluation and revision; and

- in keeping with the Council's *Code of Values and Professional Practice*, assume, as life-long learners, responsibility for their ongoing professional development.

Dalmau and Gudjonsdottir (2002) sought to identify the diverse roles that professional educators embrace depending on their circumstances and opportunities. These include acting as:

- *pedagogues and experts in teaching and learning*: activist teachers share their knowledge and understandings in an ongoing professional dialogue;
- *reflective and critical problem solvers*: teachers continuously monitor pupil progress and learning within the classroom; outside that environment they reflect both as individuals and as communities of practice on their practice and pupil progress;

- *researchers and change agents*: in seeking a deeper understanding of their practice, or in seeking to plan for change, teachers use a variety of evaluation and action research techniques to collect and interpret findings, to inform their thinking and decision making; and
- *creators of knowledge and theory builders*: in the process of reflective practice and action research teachers develop new understandings of learning, teaching and educational change.

The above resonates with the Council's concept of the reflective and activist practitioner who, individually and collectively, will reflect on the nature and purposes of education, and will seek to act as both a shaper of policy and a well informed critic of proposals and reforms.



The concept of a reflective and activist practitioner sees the teacher as a moral agent and an informed, knowledgeable practitioner, see Figure 1.

The issue of professional knowledge is complex and fluid as Sharpe (2004) notes:

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

It follows from the above that as professional knowledge grows our understanding as to what constitutes effective pedagogy and best practice evolves to reflect new understandings and contexts. The reality is that professional knowledge, by its very nature, is organic and, to an extent, evolutionary, reflecting a synthesis of research, experiences gained and expertise shared.

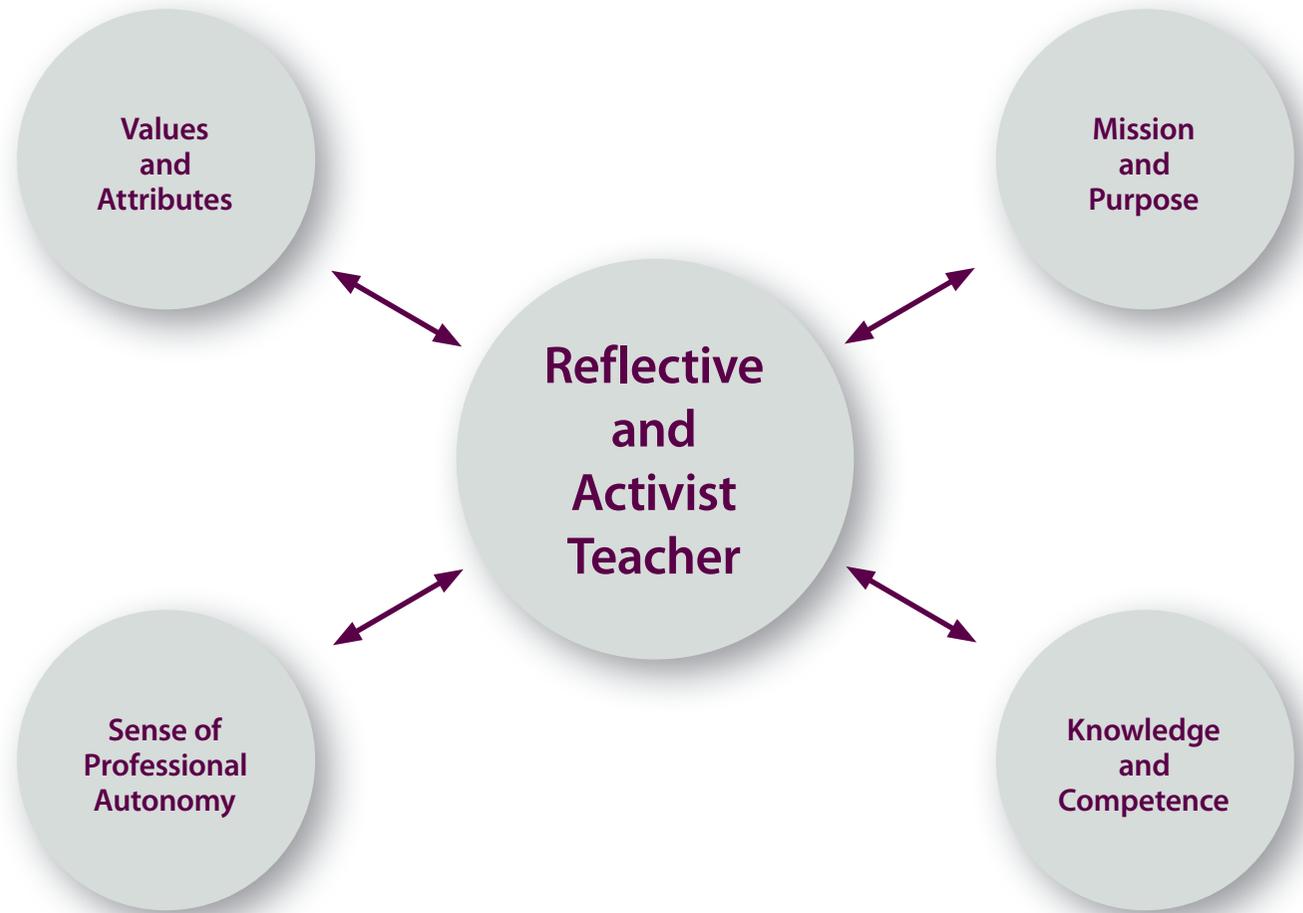


Figure 1



Teacher Competences and Reflective Practice

In seeking to make more explicit the attributes, skills and knowledge that teachers as professionals should possess and exemplify, the Council has set out 27 competence statements, under three broad headings:

- Professional Values and Practice (as enshrined within the *Code of Values and Professional Practice*);
- Professional Knowledge and Understanding; and
- Professional Skills and Application:
 - Planning and Leading;
 - Teaching and Learning; and
 - Assessment.

In light of Sharpe's constructivist understandings, as to the nature of professional knowledge, the Council rejects a restricted view of teaching

competences. The development of competence goes well beyond the simple acquisition of knowledge and skills; although curricular knowledge and pedagogical skills are important, we should be mindful that teaching is both an intellectual and practical activity with important emotional and creative dimensions. Teachers, while reflecting on and evaluating their professional context, use acquired professional judgement to select the most appropriate options from a repertoire of teaching strategies and, in the process of teaching, refine and add to their professional knowledge.

Competence: the Developmental Continuum

The new competence statements are predicated upon the notion that the achievement of competence is a developmental process which, of necessity, transcends early teacher education and continues throughout a teacher's career. As noted earlier, the competences are not

to be viewed as discrete skills, which once demonstrated are mastered for all time; rather the acquisition of any competence should be seen on a continuum reflecting the dynamic interplay between the nature of professional knowledge and the opportunities afforded to teachers by the context of their school and professional lives. The new competence statements, therefore, effectively underpin all phases of early teacher education and professional development. The achievement of competence will depend on:

- the nature and level of the teacher's experience and their personal effectiveness;
- the work-based context; and
- the roles teachers experience and the development opportunities arising from such experiences.



Structure of Statements

In setting out the competence statements, the Council has identified a series of aspects for each competence and has further provided exemplars of the competence in practice covering significant developmental milestones. As noted above, the achievement of competence and professional progression for teachers is dependent, in no small measure, on the context within which the teacher works.

The Nature of Reflection

One of the principles which underpins the Council's concept of competence is the centrality of reflective practice. It is the Council's view that competence is developed through reflection on practice and through dialogue with colleagues.

This process of reflective practice has recently been highlighted by the Education and Training Inspectorate (ETI), in its publication, *The Reflective Teacher*, in which it is noted that the teacher's role is to:

- reflect on the provisions made for pupils;
- assess the quality of provision within their own classroom; and
- decide how the quality of teaching is contributing to improvement throughout the school.

When engaging in reflection it is necessary that teachers examine the wider context of their teaching, analysing the effectiveness of a lesson or series of lessons through an attempt to evaluate what was learned, by whom and how more effective learning might take place in the future.

In this context, reflective practice needs to be internalised as part of a teacher's professional identity; it cannot simply be bolted on as an additional skill, rather it becomes part of the professional mind-set and it is integrated within all the competences in a holistic way.

The notion of the teacher as a researcher is complementary to the Council's concept of reflective practice. Teachers should engage in action research within their own classroom, school or institution and, in addition, they should take cognisance of research within the broader education community. Thus, the Council's competence discourse is enriched and deepened by an emphasis on reflective practice and the teacher as a researcher. It is within this broad constructivist framework that fully rounded teacher professionalism is nurtured and developed.



5. Overview of the Teacher Competences

As stated previously the Council, in its deliberations on the competences, has rejected any attempt to adopt a reductionist approach to teacher education. It is imperative that this publication be read in its entirety and that it is used within the context of the Council's core philosophy which seeks to celebrate the complexity of teaching and, as importantly, the reality that it is concerned with values and professional identity as much as knowledge and competences.

The Professional Competences

The competence statements have been set out under three broad headings:

Professional Values and Practice

Teachers should demonstrate that they:

1. understand and uphold the core values and commitments enshrined in the Council's *Code of Values and Professional Practice*.

Professional Knowledge and Understanding

Teachers will have developed:

2. a knowledge and understanding of contemporary debates about the nature and purposes of education and the social and policy contexts in which the aims of education are defined and implemented.
3. (i) a knowledge and understanding of the learning area/subject(s) they teach, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues; and
(ii) in Irish medium and other bilingual contexts, sufficient linguistic and pedagogical knowledge to teach the curriculum.
4. a knowledge and understanding of how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum* and be aware of curriculum requirements in preceding and subsequent key stages.
5. a knowledge and understanding of curriculum development processes, including planning, implementation and evaluation.
6. a knowledge and understanding of the factors that promote and hinder effective learning, and be aware of the need to provide for the holistic development of the child.
7. a knowledge and understanding of a range of strategies to promote and maintain positive behaviour, including an acknowledgement of pupil voice, to establish an effective learning environment.

*including the Northern Ireland pre-school curricular guidance that applies in the nursery sector.



8. a knowledge and understanding of the need to take account of the significant features of pupils' cultures, languages and faiths and to address the implications for learning arising from these.
9. a knowledge and understanding of their responsibilities under the Special Educational Needs Code of Practice and know the features of the most common special needs and appropriate strategies to address these.
10. a knowledge and understanding of strategies for communicating effectively with pupils, parents, colleagues and personnel from relevant child and school support agencies.
11. a knowledge and understanding of how to use technology effectively, both to aid pupil learning and to support their professional role, and how this competence embeds across all of the competences.
12. a knowledge and understanding of the interrelationship between schools and the communities they serve, and the potential for mutual development and well-being.

13. a knowledge and understanding of the statutory framework pertaining to education and schooling and their specific responsibilities emanating from it.

Professional Skills and Application

Planning and Leading

Teachers will:

14. set appropriate learning objectives/outcomes/intentions, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland Curriculum* in terms of knowledge, skills acquisition and progression.
15. plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives/outcomes/intentions, showing high expectations and an awareness of potential areas of difficulty.
16. deploy, organise and guide the work of other adults to support pupils' learning, when appropriate.

17. plan for out-of-school learning, including school visits and field work, where appropriate.
18. manage their time and workload effectively and efficiently and maintain a work/life balance.

Teaching and Learning

Teachers will:

19. create and maintain a safe, interactive and challenging learning environment, with appropriate clarity of purpose for activities.
20. use a range of teaching strategies and resources, including eLearning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.
21. employ strategies that motivate and meet the needs of all pupils, including those with special and additional educational needs and for those not learning in their first language.

**including the Northern Ireland pre-school curricular guidance that applies in the nursery sector.*



22. secure and promote a standard of behaviour that enables all pupils to learn, pre-empting and dealing with inappropriate behaviour in the context of school policies and what is known about best practice.
23. contribute to the life and development of the school, collaborating with teaching and support staff, parents and external agencies.

Assessment

Teachers will:

24. focus on assessment for learning by monitoring pupils' progress, giving constructive feedback to help pupils reflect on and improve their learning.
25. select from a range of assessment strategies to evaluate pupils' learning, and use this information in their planning to help make their teaching more effective.

26. assess the levels of pupils' attainment against relevant benchmarking data and understand the relationship between pupil assessment and target setting.
27. liaise orally and in written reports in an effective manner with parents or carers on their child's progress and achievements.

Dimensions of Development

As teachers progress in their careers they will encounter different challenges and expectations; they grow in confidence, share in the knowledge of colleagues and learn from experience. It can also be anticipated that their practice will become progressively more sophisticated and nuanced. This will be evidenced by:

- greater complexity in teaching, for example, in handling mixed-ability classes, or reluctant learners, or classes marked by significant diversity, or inter-disciplinary work;

- the deployment of a wider range of teaching strategies;
- basing teaching on a wider range of evidence, reading and research;
- extending one's impact beyond the classroom and fuller participation in the life of the school;
- the capacity to exercise autonomy, to innovate and to improvise; and
- a pronounced capacity for self-criticism and self-improvement; the ability to impact on colleagues through mentoring and coaching, modelling good practice, contributing to the literature on teaching and learning and the public discussion of professional issues, leading staff development, all based on the capacity to theorise about policy and practice.



6. The Competence Statements and Phase Exemplars

In presenting the competences along with the phase exemplars, the Council has sought to emphasise that the acquisition of competence is very much related to context and phase, whether this be initial teacher education, induction, early professional development or beyond into career-long continuing professional development, see Figure 2. It can be said that the phase exemplars attempt to articulate the necessary widening and deepening of experience related to classroom and the whole-school context

in which teachers work. However, they also emphasise the growing collective responsibilities inherent in the development of professional communities of practice, within which the individual's growing professional competence is situated. The Council takes the view that it is within these wider professional communities that school improvement is promoted and sustained.

It is also important that the exemplars are not viewed as a teacher education curriculum, or as prescriptive benchmarks to be applied irrespective of the specific context within which teachers work or the challenges and development opportunities afforded them; rather, they are the basis for reflection and dialogue, and a vehicle for needs analysis and forward planning.

Figure 2

Professional Competence Number		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
General competence statement.	Aspects for clarity of understanding and precision.	Essential knowledge, understanding and skills acquisition along with the principles of basic reflective practice and evaluation.	Application to pupil and classroom context with evaluation and adaptation.	Application to pupil, classroom and wider school context with adaptation, evaluation and refinement.	Application to classroom and whole-school practice. Evaluation and refinement to context, meeting wider collective responsibilities.

Professional Values and Practice

Professional Competence 1		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers should demonstrate that they understand and uphold the core values and commitments enshrined in the Council's Code of Values and Professional Practice.	Situate their practice within the value framework set out by GTCNI.	Know and understand the values in the Code and contribute to debate and reflection on their application in practice.	Actively exemplify the values within the classroom and wider school context.	Proactively exemplify the values within the classroom, school and wider professional context.	Be prepared to engage in reflection and debate on the mission of education as encapsulated within a school's mission statement and ethos.
	Demonstrate an understanding of the commitments to learners, colleagues and others and the profession.	Know and understand their commitments to learners, colleagues and others and the profession.	Fulfil their commitments to learners, colleagues and others and the wider profession.	Proactively fulfil their commitments to learners, colleagues and others and the wider profession.	Be prepared to proactively fulfil their commitments to learners, colleagues and others and the wider profession. When necessary help, support, liaise and collaborate with colleagues to enable them to meet their professional responsibilities.

Professional Knowledge and Understanding

Professional Competence 2		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of contemporary debates about the nature and purposes of education and the social and policy contexts in which the aims of education are defined and implemented.	Know and understand contemporary debates about the nature and purposes of education.	Know and understand the nature and purposes of education as examined by key figures in the Twentieth Century and some contemporary debates.	Apply a knowledge and understanding about the nature and purposes of education as examined by key figures in the Twentieth Century and an understanding of contemporary debates for professional practice.	Through reflection on classroom practice apply a knowledge and understanding about the nature and purposes of education as examined by key figures in the Twentieth Century and an understanding of contemporary debates to professional practice.	Engage with others to promote a knowledge and understanding of relevant contemporary debates about the nature and purposes of education and be able to contribute to ongoing debate.
	Know and understand the social and policy contexts in which the aims of education are defined and implemented.	Know and understand the contemporary social and policy context for education in Northern Ireland.	Apply a knowledge and understanding of the contemporary social and policy context for education in Northern Ireland to professional practice.	Through reflection, apply to professional practice, knowledge and understanding of the contemporary social and policy context for education in Northern Ireland.	Engage with others in ongoing debate on the contemporary policy context for education in Northern Ireland and the impact of policy on professional practice

Professional Knowledge and Understanding

Professional Competence 3		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
(i) Teachers will have developed a knowledge and understanding of the learning area/subject(s) they teach, including the centrality of strategies and initiatives to improve, literacy, numeracy and thinking skills, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues.	Have knowledge and understanding of the learning area/subject(s) taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to all areas of learning.	Have a detailed knowledge and understanding of the learning area/subject(s) taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to all areas of learning.	Be able to apply the knowledge and understanding of the learning area/subject(s) taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to the classroom context.	Be able to apply and evaluate the knowledge and understanding of the learning area/subject(s) taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to the classroom and school context.	Support others to acquire, apply and evaluate the knowledge and understanding of the learning area/subject(s) taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to the classroom and wider school context.
	Keep curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues.	Have relevant curricular, subject and pedagogical knowledge.	Keep curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues.	Keep curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues, and apply and evaluate this in the classroom and school context.	Engage with others to keep curricular, subject and pedagogical knowledge up-to-date and to apply and evaluate this in the classroom and wider school context.
(ii) Teachers will have developed, in Irish medium and other bilingual contexts, sufficient linguistic and pedagogical knowledge to teach the curriculum.	In Irish medium and other bilingual contexts, have sufficient linguistic and pedagogical knowledge to teach the curriculum.	Have sufficient linguistic and pedagogical knowledge to teach the curriculum, including immersion teaching methodologies.	Extend and deepen linguistic and pedagogical knowledge to teach the curriculum, including the application of immersion teaching methodologies to the classroom context.	Extend, deepen and evaluate linguistic and pedagogical knowledge to teach the curriculum, including the application of immersion teaching methodologies to classroom and whole-school practice.	Collaborate with others to evaluate and develop their linguistic and pedagogical knowledge in order to teach the curriculum and the application of immersion teaching methodologies to whole-school policy and practice.

Professional Knowledge and Understanding

Professional Competence 4		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum* and be aware of curriculum requirements in preceding and subsequent key stages.	Know and understand how the learning area/subject(s) they teach contributes to the achievement and objectives of the Northern Ireland curriculum.	Know and understand how the learning area/subject(s) they teach contributes to the Northern Ireland curriculum.	Understand how the learning area/subject(s) they teach contributes to the objectives of the Northern Ireland curriculum.	Have a deeper knowledge and understanding of how other subjects or areas of learning contribute to the Northern Ireland curriculum.	Assist others to develop an understanding as to how the learning area/subject(s) they teach contribute to the Northern Ireland curriculum.
	Be aware of curriculum requirements in preceding and subsequent key stages.	Be aware of curriculum requirements in preceding and subsequent key stages.	Teaching demonstrates a knowledge and understanding of curriculum requirements in preceding and subsequent key stages.	Teaching builds on what pupils have learned in preceding key stages and develops learning readiness for progression into subsequent key stages.	Engage with others to promote more awareness of curriculum requirements in preceding and subsequent key stages to promote readiness for learning and progression

*Including the Northern Ireland pre-school curricular guidance that applies in the nursery sector.

Professional Knowledge and Understanding

Professional Competence 5		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of curriculum development processes, including planning, implementation and evaluation.	Know and understand curriculum development processes.	Know and understand the main educational, cultural and economic influences on curriculum development.	Know and understand curriculum development processes within Northern Ireland and the implications of this for their own teaching.	Know and understand curriculum development processes within Northern Ireland and the implications of this for their own class and the wider school community.	Collaborate with others to promote a knowledge and understanding of curriculum development processes in Northern Ireland and how this impacts at whole-school level.
	Know and understand the relationship between the planning, implementation and evaluation of the curriculum.	Know and understand the relationship between the planning, implementation and evaluation of the curriculum.	Know and understand the relationship between the planning, implementation and evaluation of the curriculum, and how they relate to classroom practice.	Know and understand the relationship between the planning, implementation and evaluation of the curriculum and how they relate to classroom and wider school practice.	Engage with others and contribute to curriculum planning, implementation and evaluation at whole-school level.

Professional Knowledge and Understanding

Professional Competence 6		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of the factors that promote and hinder effective learning, and be aware of the need to provide for the holistic development of the child.	Understand what is known about the factors that aid learning.	Examine theories of learning and child development, including the physiology of learning.	Planning and interactions with pupils show an understanding of theories of child development and the physiology of learning.	Planning and interactions with pupils show an understanding of theories of child development and the physiology of learning, and has a growing impact on pupils' learning.	Assist other staff and parents to understand the factors that aid learning so that there is a school wide impact on pupils' learning.
	Understand what is known about the factors that hinder learning.	Consider the key aspects of emotional and behavioural difficulties; trauma, child abuse, bullying, discrimination, stereotyping, and pupil mobility or absence from school.	Planning and interactions with pupils show an understanding of the key aspects of the emotional and behavioural difficulties that some pupils may experience.	Planning and interactions with pupils show a deeper understanding of key aspects of the emotional and behavioural difficulties that some pupils may experience.	Assist other staff and parents to understand the factors that hinder learning so that there is a school wide impact on pupils' learning.

Professional Knowledge and Understanding

Professional Competence 7		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of a range of strategies to promote and maintain positive behaviour, including an acknowledgement of pupil voice, to establish an effective learning environment.	A knowledge and understanding of a range of strategies to promote and maintain positive behaviour.	Know a range of strategies to promote and maintain positive behaviour.	Select appropriate strategies to promote and maintain positive behaviour in the classroom context in accordance with school policies	Evaluate and adopt particular strategies reflecting specific circumstances and school context and policies.	Collaborate with others to develop a range of strategies to promote and maintain positive behaviour at whole-school level.
	An understanding of the significance of pupil voice.	Have an understanding of the need to take account of pupils' views.	Take account of pupils' views relating to their learning and behaviour.	Take account of pupils' views relating to their learning and behaviour and evaluate teaching strategies as appropriate	Engage with pupils so that the school can be aware of their views relating to learning and behaviour and use this awareness to adapt, when necessary, school policies
	A knowledge and understanding of a range of strategies to establish an effective learning environment.	Appreciate the difference that the classroom environment, physical and social, can make to effective learning.	Understand more fully the classroom environment and how factors such as display and seating arrangements impact on pupils' learning.	Establish an effective learning environment, for example, through display, room and resource organisation and seating arrangements.	Collaborate with others to establish an effective learning environment at classroom and whole-school level.

Professional Knowledge and Understanding

Professional Competence 8		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of the need to take account of the significant features of pupils' cultures, languages and faiths and to address the implications for learning arising from these.	A knowledge and understanding of the significant features of pupils' cultures and any implications for learning.	Develop an insight into the cultures from which pupils may come.	Appreciate the potential impact of cultural differences on the learning process and be sensitive to diversity in keeping with the profession's core values.	Proactively address, within the classroom and wider school context, issues emerging in relation to cultural differences and the celebration of diversity.	Promote an understanding of significant features of pupils' cultures and issues arising in relation to cultural differences and the celebration of diversity at whole-school level.
	A knowledge and understanding of the significant features of pupils' languages and any implications for learning.	Examine the implications of pupils speaking a different language at home and how this may impact on their learning considering the process of language acquisition for learners whose second language is English.	Apply this understanding to the classroom context to help identify specific needs and devise appropriate programmes.	Evaluate a range of strategies to address the implications of pupils speaking a different language at home to identify specific needs and adapt appropriate programmes.	Collaborate with others to examine the implications of pupils speaking a different language at home and evaluate how this may impact on teaching and learning throughout the school.
	A knowledge and understanding of the significant features of pupils' faiths and any implications for learning.	Develop an insight into the range of faiths that pupils may hold.	Understand significant features of pupils' faiths and use this knowledge to help their learning, handling issues sensitively.	Understand significant features of pupils' faiths and use this knowledge to celebrate diversity and foster mutual respect.	Engage with others to promote an understanding of significant features of pupils' faiths and any implications for learning.

Professional Knowledge and Understanding

Professional Competence 9		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of their responsibilities under the Special Educational Needs Code of Practice and know the features of the most common special needs and appropriate strategies to address these.	Know and understand their responsibilities under the Special Educational Needs Code of Practice.	Know and understand the principles underpinning the teaching of children with special educational needs and the key aspects of, and teachers' responsibilities under, current legislation and guidance.	Understand the Code of Practice and how it relates to pupils that they teach.	Understand the Code of Practice and how it relates to pupils in the school.	Help others understand their responsibilities under the Special Educational Needs Code of Practice.
	Fulfil their responsibilities under the Special Educational Needs Code of Practice.	Teach pupils with special educational needs under the guidance of the class teacher.	Teach pupils with special educational needs according to the Code of Practice, working with the SENCO and parents.	Teach pupils with special educational needs according to the Code of Practice, working more effectively with the SENCO and parents.	Collaborate with others so that they can fulfil their responsibilities under the Special Educational Needs Code of Practice.
	Know the features of the most common special needs.	Know the basic features of common special needs such as: dyspraxia, dyslexia, dyscalculia, autistic spectrum disorders, hearing and visual impairment.	Know more about the special needs of pupils that they teach and use this knowledge to promote an inclusive approach and to refer pupils for extra help.	Know the main features of moderate and severe learning difficulties; apply this to their teaching to promote inclusion and to refer pupils for extra help.	Help others understand the features of the most common special needs to adopt an inclusive approach at whole-school level which reflects the varying needs of pupils who have learning needs and disabilities.

Professional Knowledge and Understanding

Professional Competence 10		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of strategies for communicating effectively with pupils, parents, colleagues and personnel from relevant child and school support agencies.	Strategies for communicating effectively with pupils.	Develop an understanding of the range of strategies for communicating with pupils, including through listening, voice, body language, writing while modelling good grammar and precise vocabulary.	Explore, in a classroom context, a range of approaches for communicating with pupils.	Refine strategies for communicating clearly with pupils, including through listening, voice, body language and writing.	Collaborate with others to develop strategies for communicating clearly with pupils.
	Strategies for communicating effectively with parents.	Consider the significance of parents as partners in the educative process and the need to communicate effectively with them.	Work within the school protocols relating to communicating with parents.	Develop a range of strategies for communicating clearly and efficiently with parents.	Collaborate with others to review and extend the range of strategies for communicating with parents.
	Strategies for communicating effectively with colleagues and personnel from relevant child and school support agencies.	Understand the significant roles of staff from school and from other agencies in the life of the child, and the need to interact with such individuals or agencies.	Work within the school's current practice and protocols in relation to communication with colleagues and outside agencies.	Develop increasingly confident and efficient communication with colleagues and outside agencies.	Collaborate with others to develop a range of strategies for communicating effectively with colleagues and child and school support agencies, following protocols.

Professional Knowledge and Understanding

Professional Competence 11		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of how to use technology effectively, both to aid pupil learning and to support their professional role, and how this competence embeds across all of the competences.	Know how to use technology effectively.	Examine the educational principles behind the use of technology, such as digital video, projectors, computers, graphic calculators, software, interactive whiteboards, scanners, control and sensing technology etc.	Keep up-to-date in knowing how to use the technology, hardware and software in their school.	Keep up-to-date in knowing how to use the technology hardware and software more effectively in their school, sharing information and skills with other staff.	Help others to learn how to use the technology hardware and software in their school and resources accessible on the Internet.
	Know how to use technology effectively to aid pupil learning.	Know how to use the above to aid learning in the subjects and age groups they teach.	Use technology effectively to aid pupil learning.	Use technology with increasing impact on pupils' learning and especially to develop lifelong learning skills.	Support others to use technology effectively to aid pupils' learning.
	Know how to use technology effectively to support their professional role and how this competence embeds across all of the competences.	Know how to use word-processing, databases and spreadsheet packages, e-mail and the internet as professional tools.	Use technology to record and report pupils' progress, plan lessons, find and make resources, keep up-to-date, contact colleagues and the wider educational community.	Use technology with increasing effectiveness to record and report pupils' progress, plan lessons, find and make resources, keep up-to-date and contact colleagues and the wider educational community.	Work with colleagues to use technology effectively at whole-school level and within the wider educational community.

Professional Knowledge and Understanding

Professional Competence 12		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of the interrelationship between schools and the communities they serve, and the potential for mutual development and well-being.	Understand the interrelationship between schools and the communities they serve.	Recognise the significance of the community in school life, such as the impact of perceptions within the community about the value of education.	Develop a knowledge and understanding of the specific social context of the school and be aware of school policies to address issues.	Understand the specific social context of the school and apply school policies to address issues.	Engage with others to understand the implications of the interrelationship between the school and the communities it serves and contribute to the development of school policies to address issues.
	Understand the potential for mutual development and well-being.	Recognise that community views regarding the purposes and advantages of education can be harnessed to enhance pupil outcomes, with reciprocal benefits in terms of community empowerment.	Develop an understanding of how the school and its communities interact for mutual benefit.	Understand how the school and its communities can work together for mutual development and well-being.	Engage with others to promote an understanding as to how the school and its communities can work together to create a positive view about the purposes and advantages of education.

Professional Knowledge and Understanding

Professional Competence 13		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will have developed a knowledge and understanding of the statutory framework pertaining to education and schooling and their specific responsibilities emanating from it.	Understand the statutory framework pertaining to education and schooling.	Know the statutory framework within which teachers work, schools function and pupils learn, in areas such as: curricular entitlement; the safeguarding of children; learning difficulties and disabilities; discrimination; and teachers' pay and conditions.	Understand the implications of the legislative context for classroom practice.	Understand how the statutory framework works in the broader context of the school and know the difference between what is statutory and what is non-statutory in Northern Ireland, and the implications of this.	Collaborate with others to promote an understanding of how the statutory framework works in practice and help plan for the implications.
	Understand teachers' responsibilities within the statutory framework.	Know the legal responsibilities of teachers, such as the duty of care.	Understand the legal responsibilities of teachers and keep up-to-date with the legal framework.	Keep up-to-date with the legal responsibilities of teachers and how they translate into practice.	Help colleagues understand and keep up-to-date with the legal responsibilities of teachers and what they mean in practice.

Professional Skills and Application: Planning and Leading

Professional Competence 14		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will set appropriate learning objectives/outcomes/intentions, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland Curriculum* in terms of knowledge, skills acquisition and progression.	Set appropriate learning objectives, taking account of what pupils know, understand and can do.	Learning objectives are set that take account of what pupils know, understand and can do.	Learning objectives build on what pupils know, understand and can do to ensure that pupils make progress.	Learning objectives are increasingly responsive to pupils' prior learning and take account of the need to plan for development and progression.	Liaise with others in setting learning objectives that take account of what pupils know, understand and can do and which lead to development and progression.
	Set appropriate learning objectives, taking account of the demands of the Northern Ireland Curriculum.	Learning objectives are set to take account of what pupils need to know in relation to the requirements of the Northern Ireland Curriculum.	Learning objectives are developed which take account of what pupils need to know in relation to the requirements of the Northern Ireland Curriculum.	Learning objectives are increasingly refined and differentiated to take account of what pupils need to know in relation to the Northern Ireland Curriculum.	Liaise with others in setting learning objectives that take account of what pupils need to know in relation to the Northern Ireland Curriculum.

*Including the Northern Ireland pre-school curricular guidance that applies in the nursery sector.

Professional Skills and Application: Planning and Leading

Professional Competence 15		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives/outcomes/intentions, showing high expectations and an awareness of potential areas of difficulty.	Plan lessons that enable all pupils (including those with special needs) to meet the learning objectives.	Plans have clear objectives, relevant content, resources and well-sequenced activities.	Plans have clear objectives, relevant content, resources and well-sequenced activities that enable all pupils to make progress. Planning is informed by assessment of pupils' progress.	Planning is more efficient and effective through self-evaluation, including the outcomes of assessment of all pupils.	Collaborate with others to plan lessons that enable all pupils to meet the learning objectives.
	Plan lessons showing high expectations.	Plans show high, but realistic, expectations bearing in mind the age and attainment range of the class.	Plans show high, but realistic, expectations of all pupils, and reflect different attainment levels of pupils and other personal and social matters that may impact on their learning.	High expectations of all pupils are evident in planning and are informed by self-evaluation, including the outcomes of assessment of all pupils.	Collaborate with others to plan lessons showing high expectations.
	Plan lessons showing an awareness of potential areas of difficulty and confusion for pupils.	Plans show an awareness of areas of potential difficulty and confusion for pupils.	Plans acknowledge the prior learning of pupils and potential areas of difficulty and confusion.	Planning is informed by the prior learning of the pupils and areas of potential difficulty and confusion identified through appropriate assessment strategies.	Collaborate with others to plan lessons showing an awareness of potential areas of difficulty and confusion for pupils.

Professional Skills and Application: Planning and Leading

Professional Competence 16		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will deploy, organise and guide the work of other adults to support pupils' learning, when appropriate.	Deploy adults to support pupils' learning.	Understand the potential benefits arising from the deployment of other adults to support learning.	Identify the roles and responsibilities of additional adults, and deploy them effectively to help personalise pupils' learning.	Evaluate the strengths of additional adults and deploy them effectively to optimise their contribution to personalised learning.	Liaise with others to deploy adults effectively at classroom and whole-school level.
	Guide and organise the work of other adults to support pupils' learning.	Understand the role of the teacher and other adults in the supporting of learning.	In collaboration with other adults, and building on their expertise, plan and organise how they are to support learning.	In collaboration with other adults, evaluate existing arrangements and plan and organise how they are to support learning.	Liaise with other teachers to organise the work of adults supporting pupils' learning.

Professional Skills and Application: Planning and Leading

Professional Competence 17		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will plan for out-of-school learning, including school visits and field work, where appropriate.	Plan for out-of-school learning.	Appreciate and explore the potential of out-of-school resources and environments (both physical and virtual) to enhance and personalise pupils' learning.	Plan and encourage out-of-school activities that consolidate, build on, enrich, personalise and extend learning.	Exploit more fully, opportunities for out-of-school activities that consolidate, build on, enrich, personalise and extend pupils' learning.	Assist others with the development of ideas for out-of-school activities that consolidate, build on, enrich, personalise and extend pupils' learning.
	Plan for school visits and field work.	Seek opportunities to assist with school visits and field work.	With support, plan visits and field work to enrich and extend pupils' learning.	Where appropriate, plan visits, visitors and field work to enrich and extend pupils' learning.	Collaborate with others to initiate visits and field work to enrich pupils' learning.

Professional Skills and Application: Planning and Leading

Professional Competence 18		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will manage their time and workload effectively and efficiently and maintain a work/life balance.	Manage their time and workload effectively and efficiently.	Be able to maintain a balance in their working life, both in college and school settings and manage time with increasing efficiency.	As the year progresses, manage workload increasingly efficiently through knowing what to prioritise. Monitor how long is spent on planning, marking etc.	Be aware of time spent on different tasks and become more efficient in managing workload.	Support others in prioritising and managing their workload.
	Maintain a work/life balance.	Be aware of work/life balance issues – learning from the experience of others.	Audit work/life balance as the year progresses and seek to address any imbalance.	Be aware of how one is managing workload and stress, and act to improve work/life balance.	Support others to maintain a work/life balance in the face of additional responsibilities.

Professional Skills and Application: Teaching and Learning

Professional Competence 19		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will create and maintain a safe, interactive and challenging learning environment, with appropriate clarity of purpose for activities.	Create and maintain a safe, interactive and challenging learning environment.	Appreciate the importance of creating a safe, interactive and challenging learning environment and how others seek to create such an environment.	Create, with advice, a safe, interactive and challenging learning environment, considering factors such as seating arrangements, the organisation of resources and displays that support, celebrate and inspire learning.	Create a safe, interactive and challenging learning environment, considering seating arrangements, the organisation of resources and displays that support, celebrate and inspire learning.	Give advice to others on how to create a safe, interactive and challenging learning environment at classroom and whole-school level.
	Create and maintain a learning environment, with appropriate clarity of purpose for activities.	Learn from others how to set up purposeful activities.	Set up purposeful activities that enable pupils to meet learning objectives.	Set up purposeful activities with increasing effectiveness that enable pupils to meet learning objectives.	Support others in the development of purposeful activities that enable pupils to meet learning objectives.

Professional Skills and Application: Teaching and Learning

Professional Competence 20		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will use a range of teaching strategies and resources, including eLearning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.	Use a range of teaching strategies that enable learning to take place.	Use a range of teaching strategies appropriate to the age, ability, interests and experiences of pupils.	Use a range of teaching approaches effectively to promote high levels of learning and achievement.	Teaching reflects increasingly the judicious and effective use of a range of teaching strategies and is informed by self-evaluation.	Support others in the use of a range of teaching strategies that enable learning to take place.
	Use a range of resources that enable learning to take place.	Use resources that motivate and support all pupils' learning.	Use resources effectively to motivate and support all pupils' learning.	Use resources selectively and effectively to motivate and support all pupils' learning. The selection and use of resources is informed by self-evaluation.	Collaborate with others in the use of a range of resources that enable learning to take place.
	Use a range of teaching strategies and resources that maintain pace within lessons and over time.	Capture and maintain pupils' attention, interest and involvement through the choice of teaching strategy and resources.	Capture and maintain pupils' attention, interest and involvement through the choice of teaching strategy and resources. Ensure good pace through careful planning and organisation.	Informed by self-evaluation, use is made of a repertoire of teaching strategies and resources to promote and sustain high levels of attainment.	Collaborate with others to use a range of teaching strategies and resources that maintain pace within lessons and over time and which promote and sustain high levels of attainment.

Professional Skills and Application: Teaching and Learning

Professional Competence 21		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will employ strategies that motivate and meet the needs of all pupils, including those with special and additional educational needs and for those not learning in their first language.	Employ strategies that motivate and meet the needs of pupils with special and additional educational needs.	Develop an understanding of, and an ability to employ, appropriate strategies.	Employ, with support and advice, strategies that motivate and meet the needs of pupils with learning difficulties and disabilities.	Employ and evaluate, with increasing effectiveness, strategies that motivate and meet the needs of pupils with learning difficulties and disabilities.	Advise others on strategies that motivate and meet the needs of pupils with learning difficulties and disabilities.
	Employ strategies that motivate and meet the needs of pupils who are not learning in their first language.	Develop multisensory strategies that meet the needs of pupils who are not learning in their first language.	With support, employ multisensory strategies that meet the needs of pupils who are not learning in their first language.	Extend the repertoire of strategies to ensure the inclusion and progress of pupils who are not learning in their first language.	Advise others on strategies that ensure the inclusion and progress of pupils who are not learning in their first language.

Professional Skills and Application: Teaching and Learning

Professional Competence 22		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will secure and promote a standard of behaviour that enables all pupils to learn, pre-empting and dealing with inappropriate behaviour in the context of school policies and what is known about best practice.	Secure and promote a standard of behaviour that enables all pupils to learn.	Learn, from an examination of the work of other teachers, how to secure and promote a standard of behaviour that enables all pupils to learn.	With support, establish a purposeful learning environment, set clear expectations and ground rules, and respond positively to good behaviour.	Set clear expectations and ground rules about behaviour, and respond positively to good behaviour promoting pupils' self control and responsibility.	Collaborate with others to secure and promote a standard of behaviour that enables all pupils to learn.
	Pre-empt inappropriate behaviour in the context of school policies and what is known about best practice.	With support and drawing on what is known about best practice, pre-empt inappropriate behaviour by setting clear expectations about responsibilities.	Pre-empt inappropriate behaviour by setting clear expectations and ground rules about responsibilities and consequences, working within the school's behaviour policy.	Pre-empt inappropriate behaviour by using a range of strategies drawing on what is known about best practice.	Collaborate with others to pre-empt inappropriate behaviour by implementing school policies consistently and by considering what is known about best practice.
	Deal with inappropriate behaviour in the context of school policies and what is known about best practice.	With support, deal with inappropriate behaviour in the context of school policies and what is known about best practice.	With support, when necessary, deal with inappropriate behaviour in the context of school policies and what is known about best practice.	Drawing on research and experience of best practice, deal with inappropriate behaviour in the context of school policies.	Collaborate with others to manage behaviour by implementing school policies consistently and by considering what is known about best practice.

Professional Skills and Application: Teaching and Learning

Professional Competence 23		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will contribute to the life and development of the school, collaborating with teaching and support staff, parents and external agencies.	Contribute to the life of the school.	Understand school policies and practices and their impact on teaching and learning within the school.	Adopt school policies and practices and attend meetings as appropriate. Do duties. Participate in school events.	Contribute to the development of some school policies and practices.	Lead the development of some school policies and practices; lead meetings and school events.
	Contribute to the development of the school.	Seek opportunities to attend staff meetings.	Take an active part in staff meetings, task groups, etc.	Manage a subject or aspect of school life.	Lead and manage a subject or aspect of school life.
	Collaborate with teaching staff.	Plan and collaborate with the teacher whose class(es) you teach.	Collaborate with immediate colleagues, as appropriate, on planning, administration, assessment, etc.	Collaborate with teachers across the school, sharing ideas, etc.	Collaborate to support whole-school development.
	Collaborate with support staff.	Collaborate with support staff who are working in the class(es) you teach.	Collaborate with support staff who are working in the class(es) you teach.	Collaborate with support staff across the school to aid pupils' development.	Collaborate with support staff for whole-school development.
	Collaborate with parents.	Understand the importance of collaborating with parents and exploiting all opportunities to do so.	Be confident in relating to parents informally and formally.	Collaborate with parents to aid pupils' progress and raise achievement.	Support others in collaborating with parents to aid pupils' progress and raise achievement throughout the school.
	Collaborate with external agencies.	Know the role of external agencies.	Collaborate with the external agencies who are involved with pupils that you teach.	Collaborate with external agencies to aid pupils' welfare, progress and to raise achievement.	Be proactive in seeking the help of, and work with, external agencies to promote pupils' welfare, progress and to raise achievement.

Professional Skills and Application: Assessment

Professional Competence 24		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will focus on assessment for learning by monitoring pupils' progress, giving constructive feedback to help pupils reflect on and improve their learning.	Monitor pupils' progress.	Monitor pupils' progress through observation, marking, targeted questioning, and discussion.	Monitor pupils' progress through marking, observation, targeted questioning, and discussion.	Monitor pupils' progress with greater responsiveness to their individual needs and with an increasing impact on their progress.	Liaise with others to monitor pupils' progress.
	Give constructive feedback.	Offer immediate feedback to reinforce learning, challenge pupils' understanding and promote progression. Mark against the planned learning objectives and note strengths as well as areas for improvement.	Offer immediate feedback to reinforce learning, challenge pupils' understanding and promote progression. Mark against the planned learning objectives and note strengths as well as areas for improvement.	Offer immediate feedback with greater responsiveness to pupils' individual needs and an increasing impact on their progress.	Support others to give constructive feedback which promotes effective teaching and learning at whole-school level.
	Help pupils reflect on and improve their learning.	Use effective questioning and self-assessment tasks for pupils to reflect on and improve their learning.	Use effective questioning and self-assessment tasks for pupils to reflect on and improve their learning.	Use effective questioning and self-assessment tasks with greater responsiveness to pupils' individual needs with increasing impact on their progress.	Collaborate with others to encourage pupils to reflect on and improve their learning.

Professional Skills and Application: Assessment

Professional Competence 25		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will select from a range of assessment strategies to evaluate pupils' learning, and use this information in their planning to help make their teaching more effective.	Use a range of assessment strategies to evaluate pupils' learning.	Know about, and be able to use, a range of ipsative, formative and summative assessments. Appreciate their uses and limitations.	Identify common misconceptions and intervene to address pupils' errors and make evidence-based assessments against relevant criteria.	Involve pupils in assessing both their learning strategies and performance.	Support others to use a range of assessment strategies to evaluate pupils' learning.
	Use this information in planning to make teaching more effective.	Use information from ipsative, formative and summative assessments in their lesson planning and grouping of pupils.	Use information from ipsative, formative and summative assessments to make teaching more responsive to pupils' needs.	Use information from ipsative, formative and summative assessments with increasing responsiveness to pupils' needs and impact on pupils' progress.	Collaborate with others to use assessment information in their planning to make teaching more effective at classroom and whole-school level.

Professional Skills and Application: Assessment

Professional Competence 26		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will assess the levels of pupils' attainment against relevant benchmarking data and understand the relationship between pupil assessment and target setting.	Assess the level of pupils' attainment against relevant benchmarking data.	Develop an understanding of a range of approaches to pupil assessment and how it can be referenced to appropriate benchmarking data.	With support and using existing school procedures and assessment protocols, assess pupils' attainment against relevant benchmarking data.	Assess pupils' attainment and analyse it against relevant benchmarking data.	Liaise with others to assess pupils' attainment against relevant benchmarking data.
	Understand the relationship between pupil assessment and target setting.	Understand best practice in setting targets and its relationship with pupils' learning and progression.	Employ best practice in target setting to promote pupils' learning in the classroom context.	Evaluate and adopt best practice in differentiated target setting to promote pupils' learning in the classroom context.	Collaborate with others to employ best practice in differentiated target setting to promote pupils' learning and progression.

Professional Skills and Application: Assessment

Professional Competence 27		Phase Exemplars			
Competence Statement	Aspect of Competence	Initial Teacher Education	Induction	Early Professional Development	Continuing Professional Development, Collaborative Practice and School Improvement
Teachers will liaise orally and in written reports in an effective manner with parents or carers on their child's progress and achievements.	Liaise orally in an effective manner with parents or carers on their child's progress and achievements.	In keeping with agreed protocols for student teachers, seek opportunities to learn about the ways in which teachers engage with parents and others in a sharing of information regarding pupils, or details of pupils' progress.	With due regard to school policy, liaise both formally and informally with parents and carers, giving clear messages in a sensitive and professional manner.	Liaise orally both formally and informally with parents and carers, giving clear messages in a sensitive and professional manner.	Give advice to others on how to liaise orally in an effective manner with parents or carers on their child's progress and achievements.
	Liaise in written reports in an effective manner with parents or carers on their child's progress and achievements.	Seek opportunities to learn from experienced teachers how they write reports on pupils' progress.	In consultation with others, write reports based on assessment information that are clear, honest, positive and avoid educational jargon.	Write reports based on assessment information that are clear, honest, positive and avoid educational jargon.	Give advice to others regarding the writing of reports based on assessment information that are clear, honest, positive and avoid educational jargon.



7. Code of Values and Professional Practice

Foreword

One of the hallmarks of any profession is the commitment of its members to a code of ethics which sets out professional values and responsibilities. In establishing our Code of Values and Professional Practice we are affirming our commitment to these values and setting out our aspirations. The achievement of these lofty goals will require diligence and energy allied to a clear sense of purpose and an understanding of the significance, for both pupils and society at large, of our endeavours.

The importance to society of the process of schooling and the work of teachers should not be underestimated. Indeed, education lies at the heart of both social and economic progress. It empowers and celebrates; it shapes society and effectively secures future well-being. It is appropriate that those who are entrusted with this role should publicly affirm their commitment to excellence. The codification of the underlying values, responsibilities and aspirations of the profession is eloquent testimony to the profession's commitment to excellence in and for all.

Introduction

Teachers as a group have always understood the professional nature of their task. They have always been conscious of the special purpose behind their endeavours and how, in essence, they shape the future of society through their work with those young people entrusted to their care. That duty of care, allied to a sense of professional responsibility, is the hallmark of true professionals. In discharging this responsibility, teachers have been guided by a set of values that, to date, have been implicit rather than explicit.

Values are often seen as aspirations or driving forces, often not openly articulated, which effectively shape people's lives and determine where they will direct their energies and what they will hold to be of importance. Many within our community have both understood and benefited from the profession's implicit values, and the commitment and professionalism that were an inevitable outcome of these. There is, however, merit in articulating those values if only to celebrate the

high ethical standards that underpin the work of teachers in Northern Ireland. This Code provides our teachers, for the first time, with an explicit and public statement of values and professional practice. The values enshrined within the Code are also those that underpin the work of the General Teaching Council for Northern Ireland and will inform its deliberations in regard to internal policy development and external policy initiatives.

The Code seeks to:

- set out clearly the core values underpinning professional practice;
- encourage attitudes and conduct commensurate with the core values of the profession;
- provide a framework for evaluating both policies and practice; and
- enhance the status of the profession in the eyes of the public.



Core Values

The core values of the profession are as follows:

<i>Trust</i>	<i>Honesty</i>	<i>Commitment</i>
<i>Respect</i>	<i>Fairness</i>	<i>Equality</i>
<i>Integrity</i>	<i>Tolerance</i>	<i>Service</i>

A commitment to serve lies at the heart of professional behaviour. In addition, members of the profession will exemplify the values listed above in their work and in their relationships with others; recognising, in particular, the unique and privileged relationship that exists between teachers and their pupils. In keeping with the spirit of professional service and commitment, teachers will at all times be conscious of their responsibilities to others: learners, colleagues and indeed the profession itself.

Many of the commitments outlined below are also underpinned by legislation and the profession will always seek, as a minimum, to comply with both the spirit and detail of relevant legislative requirements.

Commitment to Learners

Teachers will:

- maintain professional relationships with those pupils/learners entrusted to their care which respect the pupil/learner as a person and encourage growth and development;
- acknowledge and respect the uniqueness, individuality and specific needs of each pupil and thus provide appropriate learning experiences; and
- aim to motivate and inspire pupils with a view to helping each realise their potential.

Commitment to Colleagues and Others

Teachers will:

- work with colleagues and others to create a professional community that supports the social, intellectual, spiritual/moral, emotional and physical development of pupils;

- promote collegiality among colleagues by respecting their professional standing and opinions and, in that spirit, be prepared to offer advice and share professional practice with colleagues;
- cooperate, where appropriate, with professionals from other agencies in the interests of pupils;
- ensure that relationships with the parents, guardians or carers of pupils, in their capacity as partners in the educational process, are characterised by respect and trust; and
- respect confidential information relating to pupils or colleagues gained in the course of professional practice, unless the well-being of an individual or legal imperative requires disclosure.



Commitment to the Profession

Teachers will:

- as reflective practitioners, contribute to the review and revision of policies and practices with a view to optimising the opportunities for pupils or addressing identified individual or institutional needs; and
- in keeping with the concept of professional integrity assume responsibility for their ongoing professional development needs as an essential expression of their professionalism.



Annex 1: The Charter for Education

Introduction

Education, if it is to be meaningful, in a world characterised by constant change and accelerating globalisation, must not only draw sustenance and understanding from the past, but must equally recognise the uncertainties of today and the opportunities of tomorrow.

The problem facing all involved in the education of our young people is that the new knowledge economy itself generates pressures that seek to shape the educative process to its needs, and also can promote a notion of education that is overtly utilitarian. This is not to deny the importance of education as a vehicle for economic well-being; rather the point to be made is that education is about the whole of life, it is about the realisation of potential in all aspects of life.

The UNESCO Delors report (1996) *Learning: The Treasure Within* identified what it described as four essential pillars of learning. Two are directly related to

the knowledge economy, namely *Learning to Know*: a recognition that knowledge is the basis of future development and is growing at an exponential rate, and *Learning to Do*: which describes how to apply knowledge in a creative and productive way. The two remaining pillars identified by the Delors report are equally important. *Learning to Be*: which focuses on the area of personal understanding and development, and the need to recognise the notion of personal worth and personal responsibility, and *Learning to Live Together*: which is particularly apposite in a world characterised by uncertainty and conflict and increasing marginalisation of societies, communities and individuals who do not, or cannot, fit easily with the norms or patterns required for our globalised economy and the knowledge society.

In short, education has obvious, and indeed vital, social and economic purposes. Equally, it must embrace all and meet the increasing demands

of society, whilst remaining in the service of the individual. In embracing all, education must seek to develop social capital, engender a commitment to excellence and contribute to the common good.

All of the above leads inevitably to the recognition that:

- education, in developing social capital, facilitates personal development and empowerment and contributes to communal well-being and social cohesion;
- education, in all its phases and aspects, is central to the knowledge economy and economic prosperity;
- education, in its fullest sense, embraces both the formal and informal and is the



responsibility not just of professionals, but of students, parents and society as a whole;

- a commitment to, and appropriate investment in education, in all phases, is an essential investment in Northern Ireland as an economic entity and, as importantly, as a stable society respectful of diversity and individual needs; and
- teaching is the core profession for the knowledge economy in that it is the bedrock of knowledge development in all domains.

If we, as a society, are to realise the aspirations above then it is essential that all share a common understanding of the nature and purposes of education and that we commit ourselves as individuals and, where appropriate, as organisations, to ensuring that the conditions required to facilitate the processes of education are in place. To this end the Charter affords all an opportunity to evidence their commitment.

It will be the responsibility of all to translate the commitments of the Charter into actions that are supportive of its aspirations and which will effectively facilitate their realisation. The creation of a system that ensures that our young people and indeed our society at large develops and prospers, requires that all involved in the sacred processes of education meet their responsibilities and that we work in community to create tomorrow's prosperity and well-being.

The Charter for Education in Northern Ireland

This Charter confirms that education is the path to self-realisation and personal fulfilment, civic well-being and economic prosperity. We, who are charged with facilitating the education of our children and young people, dedicate ourselves to developing a world-class education system for

Northern Ireland. We are committed to creating the culture and circumstances that ensure that all who seek empowerment, enrichment and affirmation through education are afforded both the opportunities and the support that they may:

- learn to know;
- learn to do;
- learn to be; and
- learn to live together.

In undertaking this task we:

- commit ourselves to the promotion of education as a liberating enterprise to be enjoyed by all;
- believe that education is a lifelong journey through which all can develop the ability to participate fully in society and lead lives that are both life creating and fulfilling;



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- call for the development of an education service that ensures excellence for all, irrespective of ability or needs;
 - acknowledge the primary role of parents, families and society in the context of education;
 - affirm the contribution to society made by teachers and all others engaged in meeting the educational and developmental needs of young people;
 - are committed to a culture of empowerment where the voice of the professional community is heard and respected;
 - recognise the right of all engaged in the processes of education to ongoing professional development appropriate to their needs;
 - recognise the debilitating effects of social, cultural and economic deprivation and commit ourselves to addressing such issues;
 - are committed to ensuring that the needs of the vulnerable are appropriately catered for in our system;
 - are committed to ensuring that initiatives and programmes at all phases of education are appropriately funded; and
 - believe that the basis of all sound policy development lies in consultation, appropriate research and data collation.



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