

NI ASSEMBLY INQUIRY INTO SHARED AND INTEGRATED EDUCATION IN NORTHERN IRELAND

Written Submission from The General Teaching Council Northern Ireland

1.1 Introduction: a neutral position

As the professional body for teachers in Northern Ireland the General Teaching Council (GTCNI) maintains a neutral position in relation to sectoral interests.

1.2 Terms of Reference

For that reason the Council as a body which represents all teachers and all sectors considers that it is not in a position to offer specific views and the Terms of Reference in relation to:

- *The nature and definition of Shared Education and integrated Education as it applies across all educational phases;*
- *The key barriers and enablers for Shared Education and Integrated Education;*
- *Alternative approaches and models of good practice in other jurisdictions in terms of policy interventions and programmes;*
- *Priorities and actions to improve sharing and integration.*

The Council wishes, however, to offer a view in relation to **promoting the professionalism and capacity of teachers to meet the competences outlined in specific statements in the Northern Ireland Teacher Competence Framework (GTCNI 2007) and the Revised Code of Values and Professional Practice (GTCNI 2012) that relate to the concept of Shared and Integrated Education**

This response replicates elements of the Council's response to the Ministerial Group on the advancement of Shared Education in Northern Ireland November 2012

2.1 The Northern Ireland Teacher Competence Framework

The Northern Ireland Teacher Competences statements (2007) highlight:

- at statement (8)
'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'.
- at statement (12) *'Teachers will have developed a knowledge and understanding of the inter-relationship between schools and the communities they serve, and the potential for mutual development and well-being'.*

2.2 The NI Code of Values and Professional Practice for teachers

The Code of Values and Professional Practice for teachers was reviewed in 2012 to include a new section called, 'Commitment to the Community' and including the following statements

- *Teachers:*
 - *promote good community relations within and between schools and across the wider society in Northern Ireland;*
 - *promote social justice and equality of opportunity as fundamental to community development and well-being.*

2.3 Review of the Northern Ireland Teacher Competence Framework and the Code of Values and Professional Practice

In line with its Corporate Plan 2013-16 and in response to recommendations from the OECD NI Report into Assessment and Evaluation Frameworks (2013) the Council is reviewing the Teacher Competence Framework and the Code of Values and Professional Practice with a view to developing them into a working tool to assist schools in school development planning, self-evaluation and planning for Continuous Professional Development (CPD) and Performance Review and Staff Development (PRSD). Should a commitment to Shared Education be made statutory this may have implications for the revision of the Teacher Competence Framework.

3.1 Building Teacher Capacity in relation to 'Community-related' Competences and the Code of Values and Professional Practice

Building Teacher Capacity in relation to 'Community-related' Competences and Code of Values and Professional Practice will require that all sectors consider the nature of the ethos and identity which they promote and the extent to which their ethos and identity is welcoming and inclusive to others.

The Council considers that the limited focus and resources dedicated to these key educational priorities to date has constrained the development of teachers' professional capacity to respond to the aspirations articulated within the Teacher Competences and the Code of Values and Professional Practice.

Deep professional engagement with these challenges is crucial. The 'Anti-Bias Curriculum' (ABC) and the 'Sharing Classrooms, Deepening Learning' Project provides models of good practice within this jurisdiction.

3.2 Evaluating teacher/school capacity building for the community-related aspects of the Teacher Competence Framework and Code of Values & Practice

A system is considered "coherent" when curriculum, pedagogy, assessment and other drivers and incentives are all 'aligned and reinforce one another' (Oates, 2010: 13).

To help schools to 'self-evaluate' the extent to which they are developing teachers' professional capacity to respond to the aspirations articulated within the competence statements and code of values and practice (outlined at 2.1. & 2.2.above) the Council has developed and *the CLASS Dynamics Matrix* (set out at Appendix 1)

This matrix has been shared with the NI Council for Integrated Education; the Shared Education Project at Queen's University; and members of ETI who will be evaluating the Shared Education project.

Deep engagement with all of the components set out in the matrix is considered to be essential for effective development of teachers' capacity to engage with the competence framework. From the Council's perspective, the component relating to strategic staff support –(enhancing teachers capacity to understand, embrace and respond to the potential of shared education for the good of young people, society and the economy as outlined in the teacher competence framework) – is of central importance.

The Council's report 'School –Based Professional Development' suggests models of CPD that would support collaborative working between schools.

3.3 Evaluating teacher/school capacity building in relation to pupil community-related engagement

The matrix also encourages evaluation of the extent to which pupils are empowered to initiate, plan and engage co-constructively with their teachers (and pupils and teachers in other schools) in worthwhile cross-cultural and community-related activities.

RESPONDENT DETAILS

Name:	Dr. Carmel Gallagher (Registrar) Mr. Gerry Devlin (Senior Education Officer)
Organisation	GTCNI
Address:	73/75 Great Victoria Street Belfast BT2 7AF
Telephone Number:	90333390 Fax Number: 90438787
E-mail:	cgallagher@gtcni.org.uk gdevlin@gtcni.org.uk

Appendix:1 SOLO or SHARED?

A taxonomy for evaluating the quantity and quality of schools' engagement and potential for transformation in response to Shared Education

SOLO stands for the Structure of Observed Learning Outcomes (Biggs and Collis 1982). The criteria have been adapted to encourage schools to self evaluate and ask deep questions about the quantity and quality of their engagement with other schools and communities. The aim is to offer reflective challenge, within the confines of logistical constraints, towards deeper engagement and sustained sharing activities that can influence the wider education policy context. Evaluation should consider:

Quantitative data: number and frequency of shared pupil, teacher, senior management, whole school, board of governor and/or community engagement

Qualitative data: breadth and depth of engagement in planned activities related to Curriculum Learning Assessment Strategic Support and its Social Significance for pupils*, teachers, senior management, whole school, board of governors, wider community

The nature of engagement is categorized as:

- **Prestructural** –schools engage in unconnected activities.
- **Unistructural** – schools make simple and obvious connections between areas of engagement
- **Multistructural** – schools make deeper connections, but do not avail of the potential for meta-connections
- **Relational** –schools demonstrate how engagements relate to one another to achieve deeper value
- **Extended** - schools make deep connections and demonstrate how learning has been generalised and transferred into new situations

Degrees of participation	Pupil initiated, sharing decisions with fellow pupils and teachers from their own and other schools	
	Shared initiation and direction	
	Consulted and informed	
	Assigned and informed	
	• Tokenism	
	• Decoration	
• Manipulation		

Degrees of participation

(Adapted from HART, R. 1992 which was concerned with pupil-teacher sharing)

SOLO or SHARED? - EVALUATION MATRIX

Criteria to challenge and evaluate the quantity and quality of school engagement with other schools and communities

	Quantity, quality and 'dynamic' of CLASS engagement	Prestructural Haphazard poorly planned unsustained (Decorative)	Unistructural Singular planned regular engagement (Tokenistic)	Multistructural More than one planned regular engagement (assigned and informed)	Relational Multiple areas of engagement are integrated, coherent regular and sustained (embedded)	Extended sustained whole school engagement with issues of equality, inclusion and cultural diversity (deeply embedded)
C	Curriculum <i>Any shared activity to enhance breadth of provision</i>					
L	Learning <i>any shared activity designed to enhance active pupil learning</i>					
A	Assessment <i>Any shared activity to gather, analyse, interpret and use information about students' progress and achievement to improve teaching and learning</i>					
S	Strategic Support <i>any shared activity designed to enhance active teacher learning & CPD</i>					
S	Social Significance <i>measurable (educational, reconciliation, social, cultural) outputs</i>	Impact likely to be decorative tokenistic narrow and transient	Impact likely to be lower-order, surface and narrowly experienced		Impact likely to be higher-order deep and sustained, going beyond the mechanics of sharing towards genuine working together to address shared challenges and reconciliation	

