

***“Every teacher is a learning leader”***

**LEARNING LEADERS MEETING 8 SEPTEMBER 2022 @ 2.00pm**

**TEACHER PROFESSIONAL LEARNING IN NORTHERN IRELAND PROPOSALS**

**DISCUSSION PAPER: NEW TEACHER COMPETENCES**

**INTRODUCTION**

1. The proposed new teacher competences (i.e. the four areas of competence and the twelve replacement key competences / competence statements as set out in the “Teacher Professional Learning in Northern Ireland (TPL in NI)” proposals document (see **Annex 1**), may be the one element of the total set of TPL proposals which could be considered for introduction into the system in advance of a full implementation of the proposals. However, consideration needs to be given to the potential impact of their introduction and other relevant key issues and possible implications.

**BACKGROUND**

1. The new teacher competences have yet to be widely consulted on, as part of the overall package of proposals contained within the TPL in NI document, however it is acknowledged that awareness of the proposed new competences has already increased and it appears that there may be a growing appetite for them to be reflected in Initial Teacher Education (ITE), in new TPL programmes, and when capturing emerging exemplars of effective practice.
2. At the Learning Leaders Oversight Group meeting on 22 June 2022, the consensus from members was for the new competences to be introduced at the earliest opportunity (thereby replacing the General Teaching Council for Northern Ireland’s (GTCNI) existing 27 teacher competences) but with the caveat that they have not yet received GTCNI Council endorsement[[1]](#footnote-1) and remain subject to consultation with the teaching profession / wider education sector.
3. There are a range of stakeholders who would be affected by the introduction of the new teacher competences and therefore careful consideration needs to be given to a range of issues before progressing their introduction further.

**AREAS FOR DISCUSSION / KEY QUESTIONS**

1. These include:
* What benefits are there to introducing the new teacher competences at this stage?
* Conversely, what disadvantages are there to introducing the new teacher competences at this stage?
* What are the anticipated obstacles to introducing the new teacher competences?
* Which stakeholders would be affected (starting with the greatest impact) and how specifically would they be affected?
* What are the potential risks to introducing them and how could these be managed?
* What additional work would need to be done before the new teacher competences are introduced?
* How procedurally (for planning purposes) would the new competences need to be introduced?
* What would be a realistic timeline, should the implementation of the new competences be moved forward?
* Are there any further concerns or recommendations?

**Annex 1**

**Four Areas of Competence and Competence Statements**

There are four broad areas of competence:

* + Apply Knowledge and Understanding
	+ Work with Others
	+ Solve Problems
	+ Communicate Effectively

Within each of these four areas, there are three key competences, providing a total framework of 12 Competence Statements.

Each of the key competences is followed by a specific descriptor and purpose.

The competences may therefore be conceived as the *How* and *Why* teachers implement their practice.

The Competence Statements in the table below are exemplars that set out the essential minimum expectations. Depending on the particular context of the school, they may be varied and enhanced (but not reduced) in how they are evidenced by teachers.

**Areas of Competence, Key Competences and Competence Statements**

|  |  |  |
| --- | --- | --- |
| **My Areas of Competence** | **How I Show Competence** | **My Purpose** |
| **Apply knowledge and understanding** | **Design** | Design, plan and prepare to ensure high quality learning experiences and continuously improving outcomes. |
| **Implement** | Implement plans effectively to enhance the learning experience and improve outcomes for all, including those who may experience barriers to their learning. |
| **Evaluate** | Reflect and evaluate using first-hand evidence to inform decisions for future planning in the best interest of all learners. |
|  |  |
| **Work with others** | **Respectfully** | Create a strong and evident culture of mutual respect based on the principles of equality and inclusion to promote the care and welfare of all. |
| **Collaboratively** | Build collegial relationships within and beyond my school to create better learning experiences and outcomes for all learners. |
| **Supportively** | Support and challenge pupils to reach their potential in collaboration with professional colleagues, parents and carers. |
|  |  |
| **Solve problems** | **Critically** | Identify and analyse challenges to optimise learning experiences and outcomes for all.  |
| **Creatively** | Work flexibly, creatively and supportively with others to build consensus, devise solutions to problems and build capacity for further development.  |
| **Sustainably** | Engage in critical reflection on the effectiveness of action to build capacity to promote and sustain improvement. |
|  |  |
| **Communicate effectively** | **Enhance clarity** | Communicate appropriately to ensure openness, clarity and mutual understanding. |
| **Build trust** | Communicate in a variety of different ways and in a professional and mutually respectful manner to foster a successful learning community. |
| **Support community** | Exemplify emotional intelligence by being optimistic, respectful and resilient in order to nurture positive relationships and build consensus. |

1. The **Learning Leadership Lens and Leadership Competences** paper was considered by the GTCNI’s Policy, Registration and Regulation Committee (PRRC) on 15 June 2020. Members of the PRRC praised the document and brought it forward to the full Council on 9 July 2020 with a recommendation that the paper should be endorsed. However, due to other business at the July meeting, the paper was provided to members ‘for information only’. The full Council has since been stood down. DE is currently consulting on what type of organisation should replace the GTCNI, and it is expected that it may take up to three years before any such replacement body is established (as at June 2022). [↑](#footnote-ref-1)