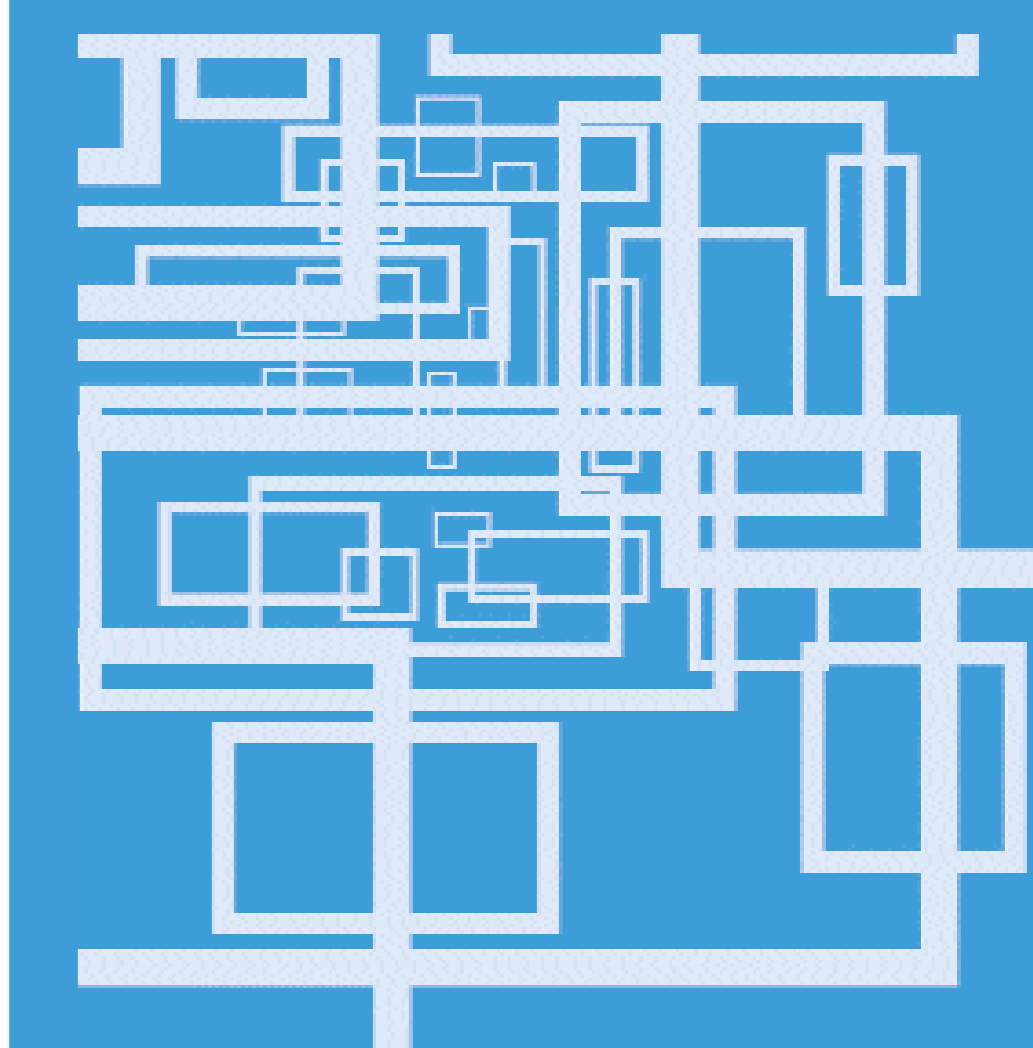


A Values-Based Approach to Teacher Education

Teaching and Learning Research Programme



TLRP involves over 30 research teams with contributions from England, Northern Ireland, Scotland and Wales. Work began in 2000 and will continue to 2008/9.

Learning: TLRP's overarching aim is to improve outcomes for learners of all ages in teaching and learning contexts across the UK.

Outcomes: TLRP studies a broad range of learning outcomes, including the acquisition of skill, understanding, knowledge and qualifications and the development of attitudes, values and identities relevant to a learning society.

Lifecourse: TLRP supports projects and related activities at many ages and stages in education, training and lifelong learning.

Enrichment: TLRP commits to user engagement at all stages of research. It promotes research across disciplines, methodologies and sectors, and supports national and international co-operation.

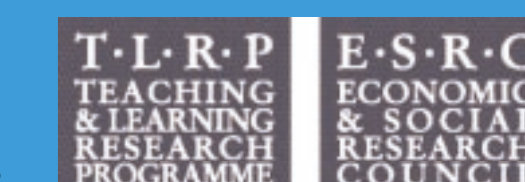
Expertise: TLRP works to enhance capacity for all forms of research on teaching and learning, and for research-informed policy and practice.

Improvement: TLRP develops the knowledge base on teaching and learning and policy and practice in the UK.

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Aims

- 1 To investigate the values underpinning different phases of teacher education in Northern Ireland (recruitment and selection, Initial Teacher Education (ITE), induction, Early Professional Development (EPD));
- 2 To test a range of innovations relating to the adoption of a more explicit value-based approach to teacher education and professional development.



Objectives

- 1 To evaluate the effectiveness of current selection criteria and recruitment procedures for Initial Teacher Education (PGCE) with reference to the essential teacher qualities identified by the Northern Ireland (NI) Teacher Education Partnership model and challenges presented through the new Northern Ireland Curriculum;
- 2 To investigate the nature of students' engagement with the values dimension of citizenship within the new NI curriculum, the type of learning processes employed in developing inclusive practices in the classroom and students' handling of contentious and controversial issues;
- 3 To develop knowledge and understanding regarding the impact of different school environments (in terms of sector and type) on beginning teachers' classroom practice and on their personal and professional development;
- 4 To pilot and test a model for 'self-directed learning' supported by cross-sector professional development networks that promote exchange of teaching and learning experiences between newly qualified teachers.

Engagement with stakeholders

The research will engage at all stages of development with a range of local stakeholders including other HEI providers, local education authorities (ELBs), Curriculum Advice and Support Services, school tutors involved in EPD, the Education and Training Inspectorate (ETI), Departments of Education in Northern Ireland, Council for the Curriculum, Examinations and Assessment (CCEA), General Teaching Council (NI), the Universities Council for the Education of Teachers (UCET-NI), the Education Technology Strategy Management Group and bodies such as the Council for Catholic Maintained Schools (CCMS), the Transferors' Representative Council (Protestant Churches), the Northern Ireland Council for Integrated Education (NICIE) and An Chomhairle um Oideachas LánGhaeilge (Council for Irish Medium Schools).

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Context of teacher education in Northern Ireland

| Initial Teacher Education | Year 1 | Years 2 and 3 | Year 4 onwards |
|--|---|---|---|
| Competence-based BEd and PGCE Courses Formative profile → Career entry → Report → Profile → | Induction Induction → Action Plan → | Early Professional Development (accreditation options are available from HEI*) Professional development activities focus on curriculum, management and education technology. | Continued Professional Development Staff development and performance review |
| <i>eligible to teach</i> | | | |
| IN THE LEAD | | | |
| Higher Education Institutions Stranmillis University College St Mary's University College Queen's University Belfast University of Ulster Open University Annual intake to ITE controlled by Dept of Education. Total enrolments in all institutions 2002/03 was 1,958. Annual intake across all institutions approx. 900 students. | ELB CASS Curriculum Advice & Support Services (CASS) provided by the 5 Education and Library Boards (ELBs). Catholic Council for Maintained Schools, Northern Ireland Council for Integrated Education provide additional induction for beginning teachers in their schools. | Schools Primary (897) Secondary (164) Grammar (71) Currently a selective system with 11+ examination System comprises Controlled (predominantly Protestant) Catholic Maintained Schools Integrated (shared) Schools Irish Medium Schools | |
| IN SUPPORT | | | |
| Schools and ELB CASS | Schools and HEIs | ELB CASS and HEIs | |

SOURCE: Adapted from Northern Ireland Teacher Education Partnership Handbook

Research design

Recruitment and selection

Emphasis on:

- Intake profiles of 2004/05 cohort of primary and post-primary PGCE students
- Selection criteria and processes for entry into ITE

Key research questions:

- What are effective techniques and pedagogies for beginning teachers addressing value-related issues?
- In what ways will the NI Curriculum impact on the values dimension of ITE?

Implementation:

- Analysis of student application forms
- Questionnaire to new entrants
- Interviews with sample of PGCE students
- Interviews with PGCE tutors

ITE

Emphasis on:

- Preparation of student teachers for teaching local and global citizenship
- Student teachers learning to develop inclusive processes in the classroom
- Preparation for teaching controversial issues in a divided society

Key research questions:

- What demands does the Northern Ireland Curriculum place on student teachers (in terms of citizenship and inclusion) and how can these be met through ITE?
- What are effective techniques for beginning teachers tackling value-related issues?

Implementation:

- Programme on community relations in Northern Ireland for PGCE students, including residential and school-based practice
- Subsidiary programme in citizenship education
- Subsidiary programme in special educational needs and inclusion
- Student teachers as an online community of learners

Induction

Emphasis on:

- Experience of the induction process for beginning teachers provided by Education and Library Boards (ELBs)
- Influence of additional induction provided by different school sectors and types
- Tracking beginning teachers through induction into first teaching posts

Key research questions:

- During induction, how do the values advocated by different school sectors and types in Northern Ireland influence beginning teachers' personal and professional development?
- What opportunities have beginning teachers had, in their practice, to employ the innovative pedagogies introduced during ITE? What factors have influenced their utilisation?

Implementation:

- Tracking sample of 40 beginning teachers (20 primary, 20 post-primary)
- Communication with beginning teachers through an Electronic Network

EPD

Emphasis on:

- Self-directed learning

Key research questions:

- How might learning as part of EPD for beginning teachers be self-determined, and reflect the values dimension at personal and professional levels within the school environment?
- How can opportunities be created for beginning teachers to engage more effectively with colleagues in different sectors of the NI education system?
- What steps could be taken towards ensuring the sustainability of the Electronic Network?

Implementation:

- Pilot programme in self-directed learning with sample being tracked, in partnership with lead agencies
- Investigate integration of Electronic Network within Northern Ireland ICT strategy (C2K)

Dissemination

Dissemination plans include an annual seminar in Northern Ireland for academic, user and stakeholder groups. Four separate publications will be produced over the lifetime of the project and initial drafts of these will provide the basis for consultative seminars.

Research team

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