

# **New Competences Statements**

## **Professional Values and Practice**

Teachers should demonstrate that they:

1. Understand and uphold the core values and commitments enshrined in the GTCNI Code of Values and Professional Practice.

See Annex 4.

## **Professional Knowledge and Understanding**

Teachers will have developed:

2. A knowledge and understanding of contemporary debates about the nature and purposes of education and of 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, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self study and collaboration with colleagues.  
  
(ii) In Irish medium and other bi-lingual contexts, sufficient linguistic and pedagogical knowledge to deliver 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.
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, colleagues, parents 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.
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, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland curriculum in terms of skills acquisition and progression.
15. Plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives, showing high expectations and an awareness of potential areas of difficulty.
16. When appropriate, deploy, organise and guide the work of other adults to support pupils' learning.
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 e-learning 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 educational needs and those for whom English is not their first language.
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 the school policies and what is known about best practice.
23. Contribute to the development and life 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 bench-marking data and analyse this information in order to set suitable and challenging targets for their pupils.
27. Liaise verbally and in written reports in an effective manner with parents or carers on their child's progress and achievements.

## Professional Milestones

	<b>Core Teacher Competences</b>	<b>Chartered Teacher</b>	<b>Advanced Chartered Teacher</b>
<b>Professional Values and Practice</b>	<p><i>Teachers should demonstrate that they:</i></p> <ol style="list-style-type: none"> <li>1. Understand and uphold the core values and commitments enshrined in the GTCNI Code of Values and Professional Practice.</li> </ol>	<p><i>Teachers should demonstrate that they:</i></p> <ol style="list-style-type: none"> <li>1. Understand and uphold the core values and commitments enshrined in the GTCNI Code of Values and Professional Practice</li> </ol>	<p><i>Teachers should demonstrate that they:</i></p> <ol style="list-style-type: none"> <li>1. Understand and uphold the core values and commitments enshrined in the GTCNI Code of Values and Professional Practice</li> </ol>
<b>Professional Knowledge and Understanding</b>	<p><i>Teachers will have developed:</i></p> <ol style="list-style-type: none"> <li>2. A knowledge and understanding of the contemporary debates about the nature and purposes of education and of the social and policy contexts in which the aims of education are defined and implemented.</li> <li>3. [i] A knowledge and understanding of the learning area/subject(s) they teach, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues.  [ii] In Irish medium and other bilingual contexts, sufficient linguistic and pedagogical knowledge to deliver the curriculum.</li> <li>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 stages.</li> </ol>	<p><i>Chartered Teachers will develop:</i></p> <ol style="list-style-type: none"> <li>2. The capacity to link theory and practice, relating and developing ideas arising from classroom teaching to current research, trends and initiatives, thus enhancing student learning.</li> <li>3. An enhanced awareness of curriculum development processes embracing: definition of purposes, selection of materials and development of programmes.</li> <li>4. An ability to apply emerging education technologies to underpin curricular objectives and enhance pupil learning.</li> <li>5. An ability to draw upon themes and concepts common to a variety of curriculum areas/subjects/issues to reinforce understanding and learning.</li> </ol>	<p><i>Advanced Chartered Teachers will develop:</i></p> <ol style="list-style-type: none"> <li>2. An insight into the leadership of professionals and professional communities, and how to: <ul style="list-style-type: none"> <li>• articulate and sustain commitment to school vision, priorities and targets.</li> <li>• engage teachers in the process of review and development.</li> </ul> </li> <li>3. An understanding of the dynamics of school improvement planning including: <ul style="list-style-type: none"> <li>• data analysis and assessment for learning</li> <li>• target setting</li> <li>• relationship between teaching and learning outcomes</li> <li>• role of CPD in school improvement</li> </ul> </li> <li>4. An awareness of the social dynamics underpinning effective policy</li> </ol>

	<ol style="list-style-type: none"> <li>5. A knowledge and understanding of curriculum processes, including planning, implementation and evaluation.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>9. A knowledge and understanding of the 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.</li> <li>10. A knowledge and understanding of strategies for communicating effectively with pupils, colleagues, parents and personnel from relevant child and school support agencies.</li> <li>11. A knowledge and understanding of how to use technology effectively, both to aid pupil learning and to support their professional role.</li> </ol>	<ol style="list-style-type: none"> <li>6. An understanding of the importance of the "professional community" as a vehicle for the development of : <ul style="list-style-type: none"> <li>• A commitment to a culture of excellence conducive to self-evaluation, innovation, creativity and the sustaining of high expectations and standards.</li> <li>• Collaborative planning and a sustained focus on pupil development achievement.</li> <li>• The knowledge and understanding necessary to act as teacher researcher. Communicate the results of school-based action research to colleagues and contribute to the school as a "learning community".</li> </ul> </li> </ol>	<p>development and change management.</p> <ol style="list-style-type: none"> <li>5. An awareness of the potential benefits of multi-agency strategies to support school communities and possible models e.g. Education Action Zones, Communities in Schools.</li> <li>6. An understanding of curriculum design and development and can contextualise this to the situation of their own school.</li> </ol>
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	<p>12. A knowledge and understanding of the interrelationship between schools and the community they serve, and the potential for mutual development and well-being.</p> <p>13. A knowledge and understanding of the statutory framework pertaining to education and school and the specific responsibilities emanating from it.</p>		
<p><b>Professional Skills and Application</b></p>	<p><b><i>Planning and Leading</i></b></p> <p><b><i>Teachers will:</i></b></p> <p>14. Set appropriate learning objectives, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland curriculum in terms of skills acquisition and progression.</p> <p>15. Plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives, showing high expectations and an awareness of potential areas of difficulty.</p> <p>16. When appropriate, deploy, organise and guide the work of other adults to support pupils' learning.</p> <p>17. Plan for out-of-school learning, including school visits and field work, where appropriate.</p> <p>18. Manage their time and workload effectively and efficiently and maintain a work/life balance.</p>	<p><b><i>Planning and Leading</i></b></p> <p><b><i>Chartered Teachers will:</i></b></p> <p>7. Contribute to the planning process at a variety of levels while recognising:</p> <ul style="list-style-type: none"> <li>• Legal and resource-driven imperatives and school policies, priorities and targets.</li> <li>• The linkage between skills development and diverse subjects/curriculum areas and how best to foster a sense of “connectedness” between subject disciplines/curriculum areas.</li> <li>• The reality that teaching must address the personal, the social, and the educational context, including the equality and inclusion agenda.</li> </ul> <p>8. Contribute at an appropriate level to ongoing review or planning processes, such as:</p> <ul style="list-style-type: none"> <li>• Whole School</li> <li>• Department</li> <li>• Curriculum/Area</li> </ul>	<p><b><i>Planning and Leading</i></b></p> <p><b><i>Advanced Chartered Teachers will:</i></b></p> <p>7. Contribute to strategic planning processes within the school reflecting on:</p> <ul style="list-style-type: none"> <li>• Pupil progress</li> <li>• Available benchmark data</li> <li>• The implications of initiatives or policy changes</li> <li>• Legal and administrative requirements</li> <li>• Local conditions including parents/community perspectives</li> <li>• Staffing and deployment, including: <ul style="list-style-type: none"> <li>○ Knowledge, experience and interests</li> <li>○ Professional development needs</li> <li>○ Age profile</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Pastoral</li> <li>• Unit</li> </ul> <p>9. Be able to make linkages between planning and resource allocation, including relevant efficiency and effectiveness measure and targets.</p>	
	<p><b><i>Teaching and Learning</i></b></p> <p><b><i>Teachers will:</i></b></p> <p>19. Create and maintain a safe, interactive challenging learning environment with appropriate clarity of purpose for activities.</p> <p>20. Use a range of teaching strategies and resources, including e-learning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.</p> <p>21. Employ strategies that motivate and meet the needs of all pupils, including those with special educational needs and those for whom English is not their first language.</p> <p>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.</p> <p>23. Contribute to the development and life of the school, collaborating with teaching and support staff, parents and external agencies.</p>	<p><b><i>Teaching and Learning</i></b></p> <p><b><i>Chartered Teachers will:</i></b></p> <p>10. Employ differentiated teaching strategies which cater for a range aptitudes and abilities thus promoting skill/knowledge acquisition and pupil motivation. Where appropriate liaise with colleagues to review lessons and programmes accordingly.</p> <p>11. Work collaboratively and effectively in supporting colleagues and others in the learning environment.</p> <p>12. Accurately identify students' perceptions and misconceptions through classroom interaction eg. questioning, observations, written responses, formal assessment etc. and in doing so identify student potential and set appropriately challenging targets.</p> <p>13. Devise strategies to facilitate the development in pupils of a capacity for shared and independent learning.</p> <p>14. Develop and employ fully informed good behaviour management</p>	<p><b><i>Teaching and Learning</i></b></p> <p><b><i>Advanced Chartered Teachers will:</i></b></p> <p>8. Assist with the development of quality assurance processes for all aspects of teaching and learning including:</p> <ul style="list-style-type: none"> <li>• Pupil outcomes</li> <li>• Resource utilisation</li> <li>• Teacher effectiveness</li> <li>• Leadership</li> </ul>

		<p>strategies based on current best practice, and be able to contextualise this for particular schools / classroom settings. Act as an advisor to/ and support to colleagues.</p>	
	<p><b>Assessment</b></p> <p><b>Teachers will:</b></p> <p>24. Focus on assessment for learning by monitoring pupils' progress, giving them constructive feedback to help pupils reflect on and improve their learning.</p> <p>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.</p> <p>26. Assess the levels of pupils' attainment against relevant bench-marking data and analyse this information in order to set suitable and challenging targets for their pupils.</p> <p>27. Liaise verbally and in written reports in an effective manner with parents or carers on their child's progress and achievements.</p>	<p><b>Assessment</b></p> <p><b>Chartered Teachers will:</b></p> <p>15. Use a variety of assessment strategies to measure pupils' progress, understanding and learning and, if appropriate, realign learning objectives, activities and programmes of work.</p> <p>16. Use assessment strategies to develop learners' capacity for self-assessment so that they can become reflective and self-managing learners.</p> <p>17. Demonstrate enhanced skills in the use of diagnostic testing and the planning and implementation of assessment strategies.</p> <p>18. Review performance data as a means of informing policy / management decisions within a variety of settings: - classroom, department, whole school.</p>	<p><b>Assessment</b></p> <p><b>Advanced Chartered Teachers will:</b></p> <p>9. Assist with the review of school assessment policies based on critical evaluation of existing processes benchmarked against models of best practice.</p> <p>10. Ensure that all colleagues recognise that assessment for learning is a key professional skill for all teachers that should be used in a sensitive and constructive manner.</p>

