

# The Teaching Council

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**QQI**

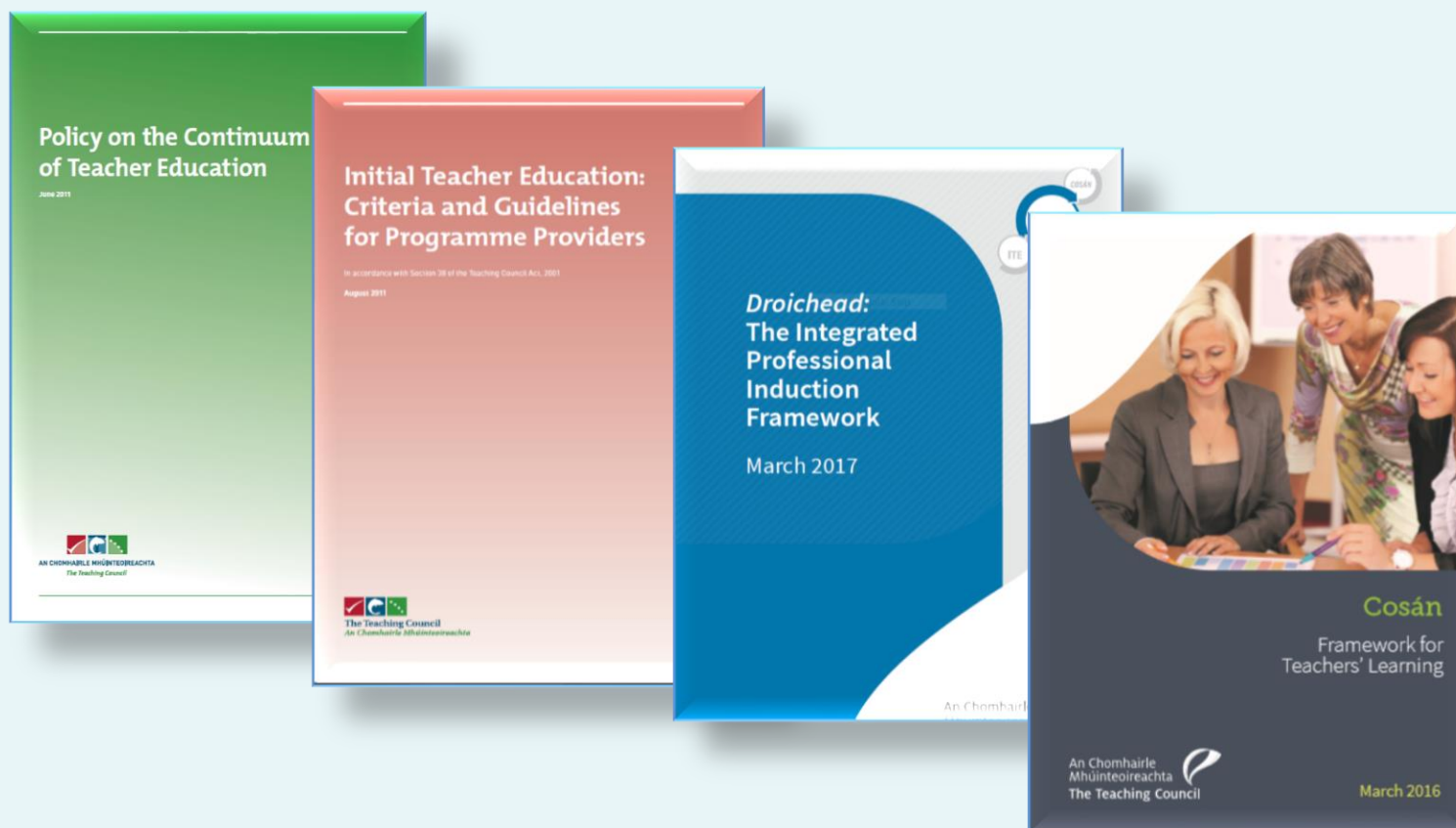
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Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

# What is the Teaching Council?

- » Independent professional standards body for teaching, established in 2006
- » Promotes and regulates
  - » 104,000 registrants (mainly primary and post-primary)
  - » Self-financing through annual fee of €65
  - » 37 members , with teacher majority
  - » 54 permanent staff

# Continuum of Teacher Education



# Overview of Cosán

- » Framework for teachers' ongoing learning
- » Irish word for pathway
- » Flexible framework that recognises and values the variety of learning processes that teachers engage in
- » Currently undergoing a development process over a number of years



# Consultation - Overview

- » Unique approach
- » First engaged exclusively with profession
- » “Blank slate”
- » First draft shaped by 3,349 teachers
- » 2nd phase – other stakeholders
- » 5,000 between phases 1 and 2
- » Multi-faceted approach in each phase

# Cosán – Core Principles



# Standards to guide learning and reflection

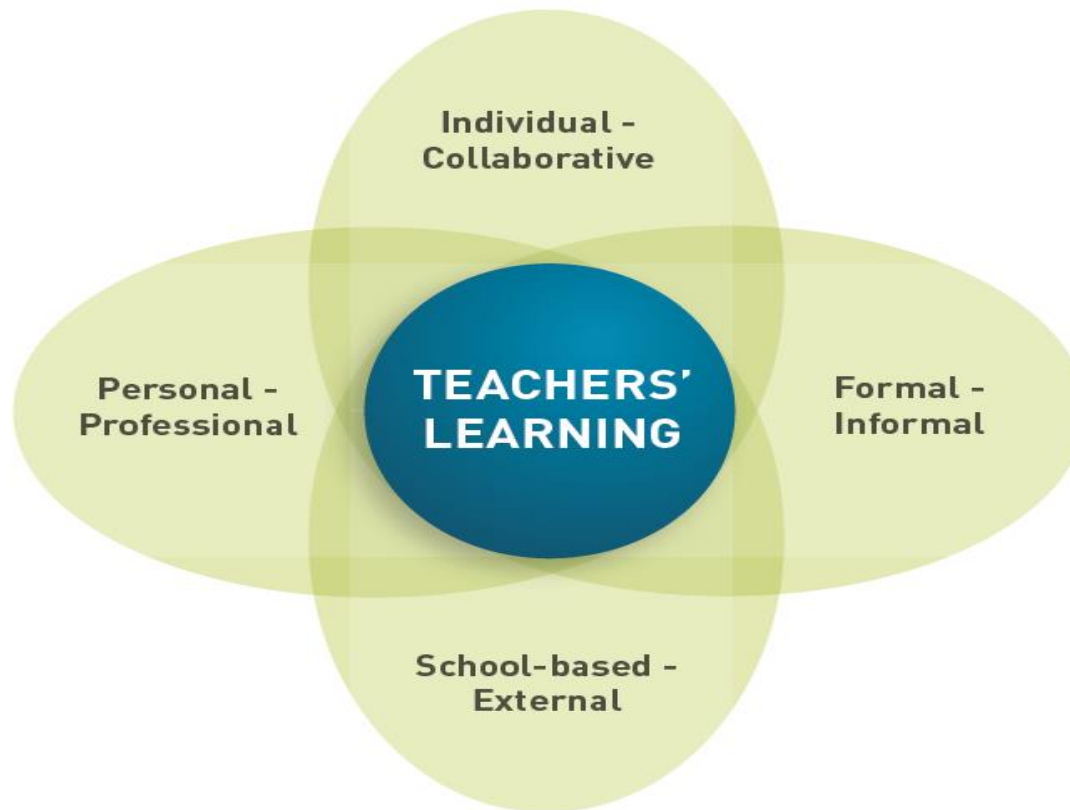
As learning professionals, teachers demonstrate a commitment to:

Quality teaching and learning for their students  
and themselves

and,

continued professional growth

# Dimensions of Teachers' Learning





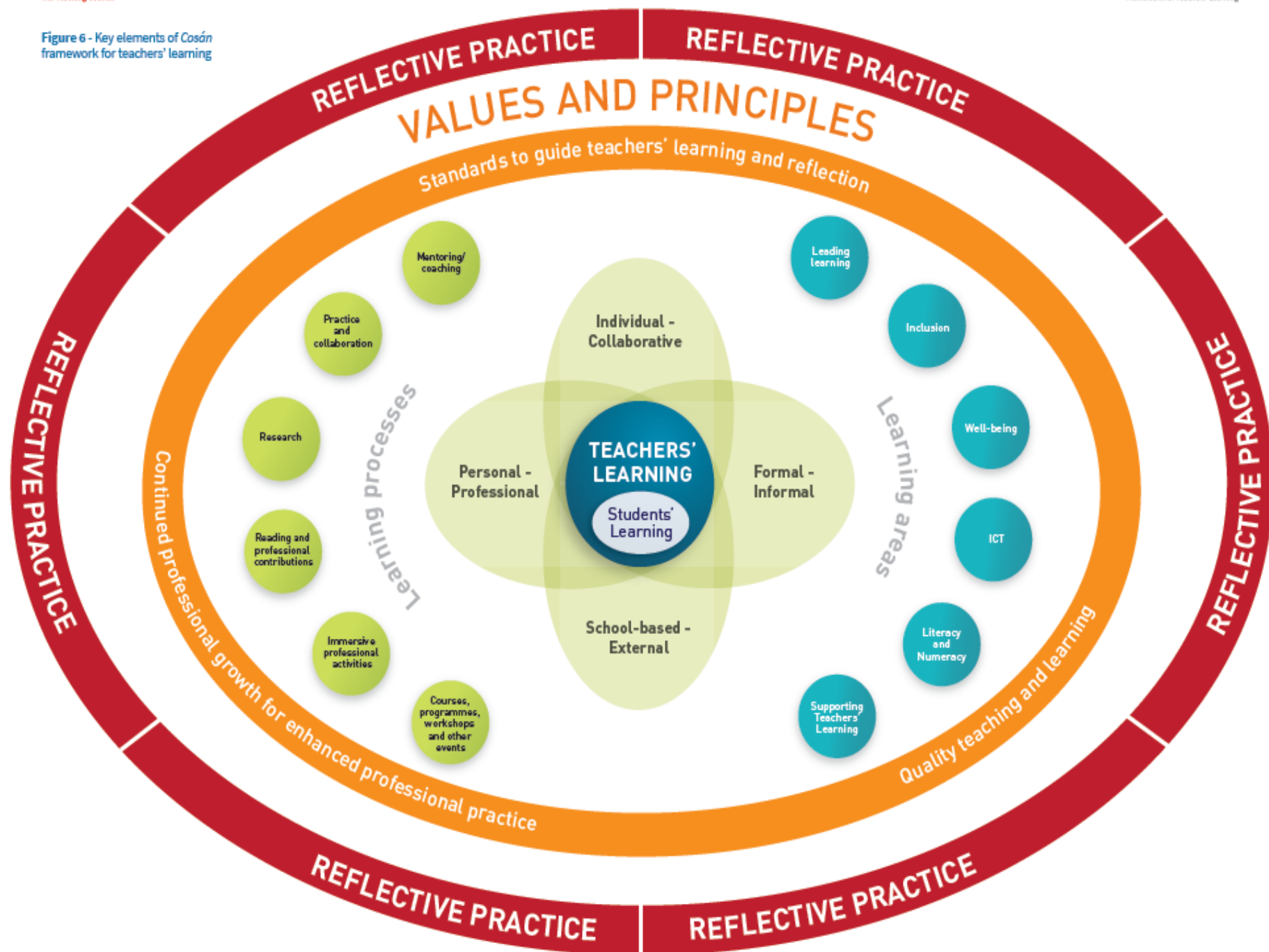
# Learning Processes



# Learning Areas



Figure 6 - Key elements of Cosán framework for teachers' learning



## Cosán – Development Process

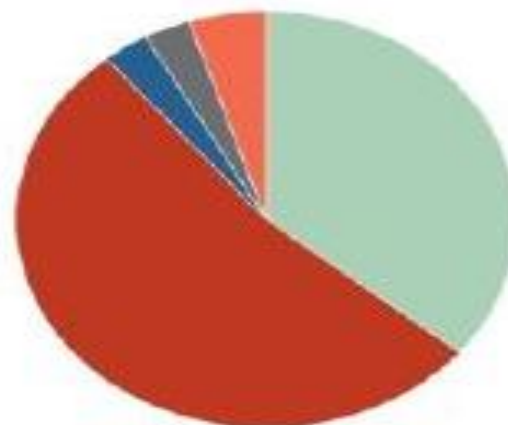
- » Evidence-based approach
- » Collaborative exploration of teachers' engagement in professional learning, and reflection on professional learning to determine its impact.

# Cosán Development Process

2017-2019

EXPRESSIONS OF INTEREST

# 1000



Primary

36

FE

3

SEN

5

Post-Primary

53

HE

3

# 24

WORKSHOPS  
IN  
ED CENTRES

# 16

WORKSHOPS  
IN  
SCHOOLS

# 7

FOCUS  
GROUPS

# 3

SHARED  
LEARNING  
DAYS

# 1

STAKEHOLDER  
BRIEFING

# Stakeholder Engagement

NCCA	JMB	Léargas
NAPD	ACCS	DES
IPPN	NABMSE	CSL
ATECI	Engineers Ireland	PPLI
PDST	CESI	SOLAS
TES	INTO	ETBI (IL Programme)
JCT	TUI	NCSE
Creative Ireland	ASTI	An Cosán
St. Angela's NUIG	Educate Together	Philosophy Ireland
Muslim Primary Education Board/ Islamic Foundation of Ireland		



## Lesson #1 from the Development Process

- » Although Cosán acknowledges the wealth of professional learning that teachers are already engaged in – it is also about **culture change**, in terms of critical reflection on that learning.

## Lesson #2 from the Development Process

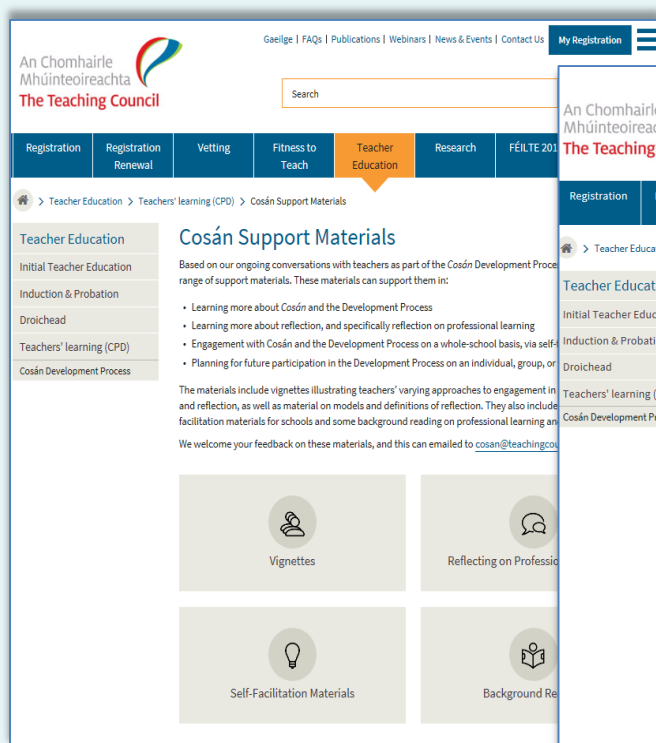
- » Although teachers are already reflecting, many need more support to reflect critically, and to make connections between their practice and their learning



## Lesson #3 from the Development Process

- » Leadership is key to developing and supporting reflective learning cultures in schools.

# Supporting the development of reflective cultures



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**Cosán Support Materials**

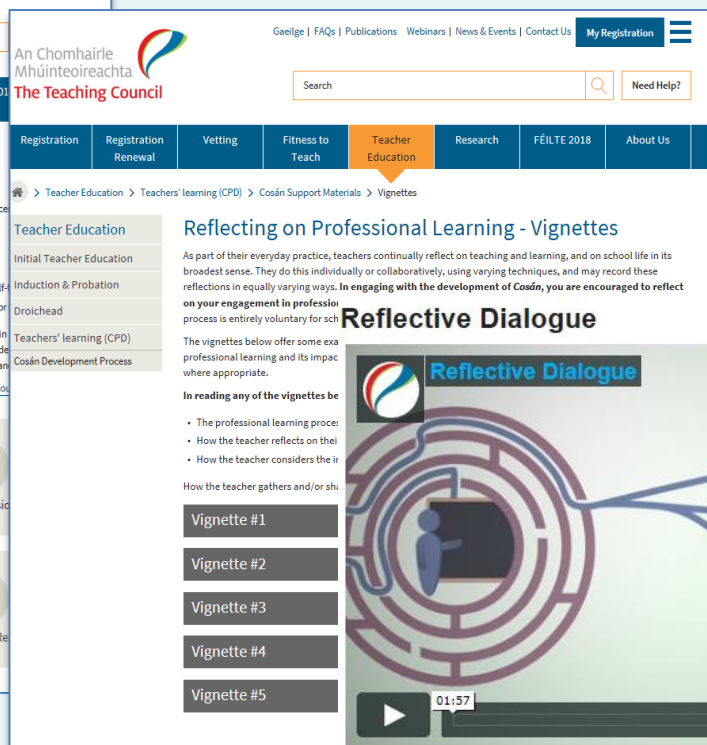
Based on our ongoing conversations with teachers as part of the Cosán Development Process, we have developed a range of support materials. These materials can support them in:

- Learning more about Cosán and the Development Process
- Learning more about reflection, and specifically reflection on professional learning
- Engagement with Cosán and the Development Process on a whole-school basis, via self-reflection
- Planning for future participation in the Development Process on an individual, group, or school basis

The materials include vignettes illustrating teachers' varying approaches to engagement in and reflection, as well as material on models and definitions of reflection. They also include facilitation materials for schools and some background reading on professional learning and reflection.

We welcome your feedback on these materials, and this can be emailed to [cosan@teachingcouncil.ie](mailto:cosan@teachingcouncil.ie)

Vignettes | Reflecting on Professional Learning - Vignettes | Self-Facilitation Materials | Background Reading



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**Reflecting on Professional Learning - Vignettes**

As part of their everyday practice, teachers continually reflect on teaching and learning, and on school life in its broadest sense. They do this individually or collaboratively, using varying techniques, and may record these reflections in equally varying ways. **In engaging with the development of Cosán, you are encouraged to reflect on your engagement in professional learning and its impact on your school.**

The vignettes below offer some examples of professional learning and its impact on your school where appropriate.

**In reading any of the vignettes be aware of:**

- The professional learning process
- How the teacher reflects on their practice
- How the teacher considers the impact of their reflection on their practice

How the teacher gathers and/or shares their reflection

Vignette #1  
Vignette #2  
Vignette #3  
Vignette #4  
Vignette #5



**Reflective Dialogue**

01:57

## Cosán – What's different?

- » No numbers
- » Focus on reflection and impact
- » Values and affirms
- » Trust-based
- » Extended policy development cycle that moves the profession from paper to practice



- Terrifying

- Exciting

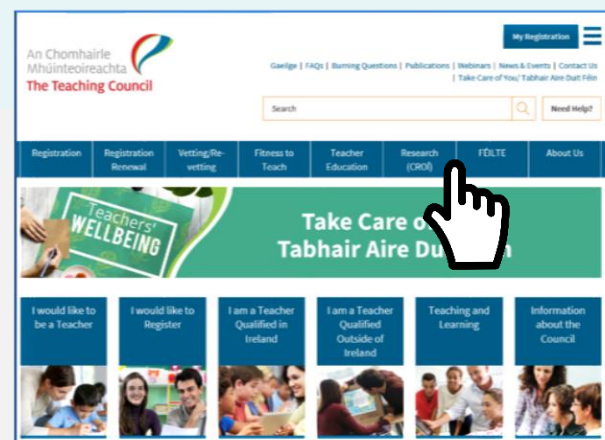
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Thank  
You!