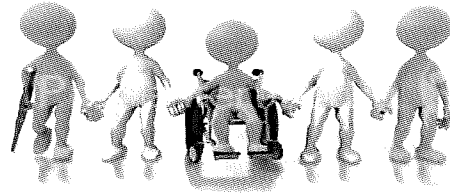


How the NCSE Supports the Teaching Profession – Present and Future



Teresa Griffin
NCSE CEO

TUI Conference
4 February 2017

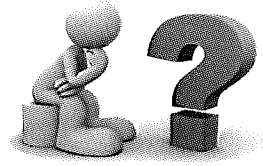


Structure of the presentation

- Roles of the NCSE
- NCSE vision
- Post-Primary settings
- Further and Higher Education settings
- Challenges ahead



Who We Are? What We Do?



- Independent Body
- Additional supports to schools (not FE or HE)
- Provide information
- Research
- Policy advice
- Post-school role in development.



NCSE vision

- A society where children and adults with special educational needs receive an education that enables them to achieve their potential





International research tells us

- Teachers/quality of teaching most important factors in student outcomes
- Inclusive education – responsibility of all teachers
- All teachers need to be prepared for work in inclusive settings
- All students learn differently so teachers need to know how to differentiate lessons to educate all



Post-Primary

1:4 students perceived as learning differently or having additional needs

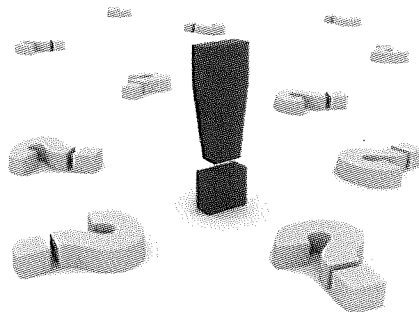


Special education @ pp 2011 - 2016

- 21,000+ ^{c7%} more students
- 6,000+ ^{c68%} students with Low Incidence Hrs
- 200+ ^{+190%} Special Classes
- 1,332 ^{c45%} LS/RT/special class teachers
- 560+ ^{c28%} SNAs
- Special school enrolment up by 26%



Does NCSE research, policy advice and parental/school information support the Teaching Profession?





24 NCSE Research Reports

- **Specific Disabilities e.g.** ASD; EBD; Blind/VI; Deaf/HH
- Accessing the Curriculum @ PP schools
- Experience of SEN students moving to FE & HE
- Longitudinal study of experiences and outcomes
- Measuring ed. engagement, progress and outcomes
- Online database of CPD provision for teachers in SEN
- Currently looking at ITE – longitudinal study



Inclusion works when?

- School Culture of welcome with strong Leaders
- High aspirations and expectations for all students
- High standards for teachers and CPD/specialist training expected and promoted
- Parental engagement is encouraged
- Positive staff/student relationships





What does the research tell us?

Teachers' knowledge and skills in teaching students with SEN have improved but still:

- Limited and inconsistent:
 - Use of differentiation strategies in schools
 - Practice in planning and setting targets
 - Measurement and review of outcomes for students with SEN

- Irish teachers report:
 - Feeling unprepared to work with students with SEN following ITE
 - Having limited knowledge of specific teaching approaches
 - CPD is limited and access varied



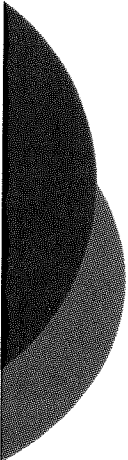
Do recent changes to ITE prepared Irish NQTs to be inclusive? 2015-2018

Initial findings suggest:

- At end of ITE students still feel they lack the **practical** skills to include students with SEN and

- Many teacher educators do not feel confident in their ability to embed inclusive education as part of their modules





Teachers and school leaders need further upskilling on how to :

- Include all – practical teaching methodologies
- Understand the ways that different disabilities impact on student learning
- Identify and assess student's individual needs
- Plan at whole class and individual level
- Differentiate to include all
- Manage challenging behaviours
- Teach literacy and numeracy
- Use assistive technology and ICT to enhance learning
- Work with SNAs in the classroom

Programmes must be tailored for post-primary teachers/students



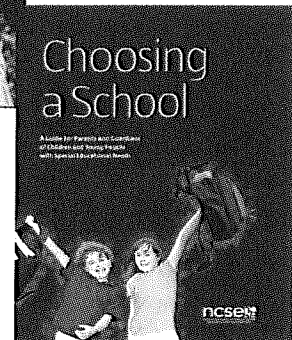
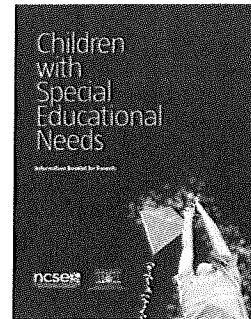
Policy advice as a support

- **Professional Development of Teachers is critical issue**
- **Advice to the Teaching Council:**
 - Standards – knowledge, skills, understanding, and competencies
 - Framework for teacher education to meet standards
 - Details of mandatory ITE module on inclusive education
- **Advice to DES:**
 - Sufficient programmes of professional learning & CPD
 - New Teacher Allocation Model

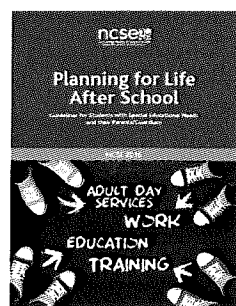
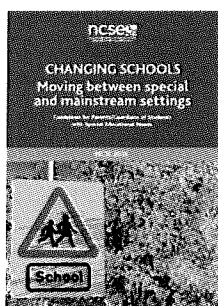
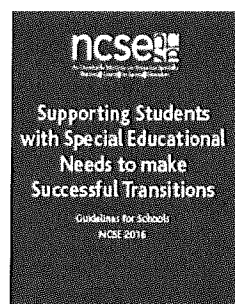
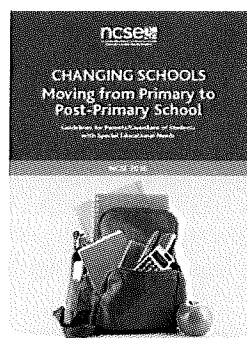
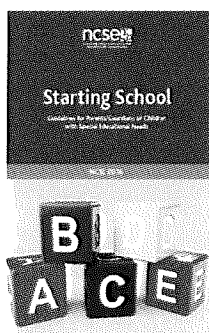


Information as a support?

1. **Parental information sessions**
2. **Parental pamphlets on disability categories**
3. **Parental Booklets**



Transitional Guidelines - 2016

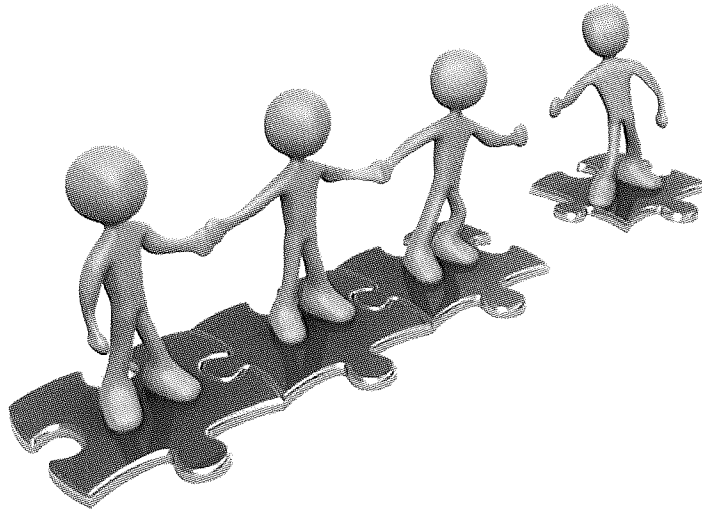


Parents and schools:

- **Plan early**
- **Listen and respond to student concerns**
- **Share relevant information**
- **Assist students to become independent**



NCSE @ Further Education and Higher Education



Current Responsibilities

- ESPEN Act 2004
- Review adult provision – higher, adult and continuing education, rehabilitation and training
- Advise all ed. institutions re: best practice for education of adults with disabilities





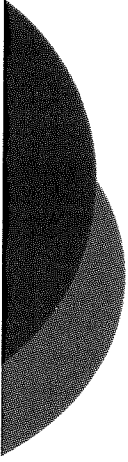
What we have done: VERY EARLY STAGE OF DEVELOPMENT

Research

- Literature review on what works in higher, further and continuing education, training and rehabilitation?
- Experiences of students with special educational needs on moving to further and higher education

Information (in conjunction with NDA)

- Post-School Education and Training: Information on options



What research says: how schools and FE/HE institutions can assist students

- Transition planning during school - including dev. of greater autonomy & practical life skills
- Clear, accessible information on courses:
 - choices;
 - application;
 - entry requirements
- Structured schools & FE/HE institutions
- Support to develop independent living skills and social life
- Multiple assessment modes for courses





Further research underway

- Quality of Education in Adult Day Services
- Post-school destinations for young adults with GLD
- Post-school education/training supports for young adults with GLD (with NDA)



Challenges Ahead: Disability Act

From June 2020

- With HSE: assessment and preparation of service statements for young adults
- With DES / HSE: plan and coordinate the provision of education services
- Assess and review the educational resources required for these services



Inclusion Support Service

- Advice/support on education and inclusion of students
- In-school support for teachers/students where required
- Support on the mgmt. of challenging behaviour
- Outreach teaching – exceptional circumstances
- Enhance multi-D capacity of education system



How do we ensure the teaching profession is not:

**Teacher at the beginning
of the school year**



**Teacher at the end
of the school year**



QUESTIONS

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