



# E-portfolios: Reflection, Collaboration and Sustainability in Early Teacher Education

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## The Context



- 1245 schools**
- c. 26,000 teachers**
- 40,000 networked computers**
- 344,881 pupils (all ages)**
- 300,000 online users (Sept 05)**
- One NI-Wide MLE for all pupils**
- Broadband connectivity**
- All teachers NOF – ICT Accredited**
- Growing online population**
- emPowering Schools Strategy**

<http://www.empoweringschools.com/>

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# Initial Teacher Education

- **PGCE - 36 weeks**
  - 24 Weeks in Schools
  - 12 weeks at University
- **5 areas of competence**
  - The curriculum and Professional Knowledge
  - Subject knowledge and application
  - Classroom management and control
  - Assessment
  - Professional Development and reflective practice



**Mon**

**Tue**

**Wed**

**Thur**

**Fri**

Subject Workshops and Professional Issues

School Experience

Christmas

Subject Workshops and Professional Issues

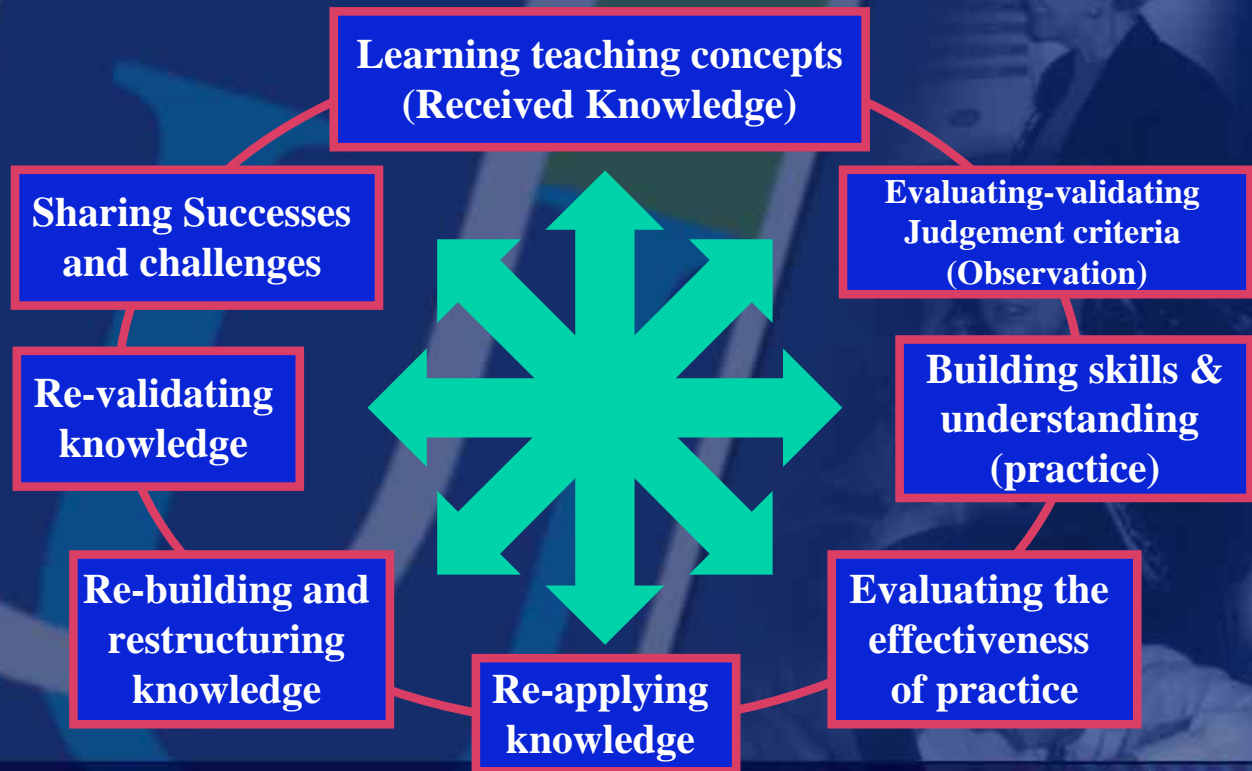
School Experience

Easter

**School-based Project**



## A Pattern of Online Reflective Practice ?



## Portfolio Evidence of Professional Learning (ICT)

**HOME**

**CONTENTS**

- Introduction
- Personal Competence
- Subject Competence
- Teaching Competence
- Overview of ICT - SE1
- Overview of ICT - SE2
- Examples of Resources
- Communicating Online
- Using the WWW
- Multimedia in Teaching
- Identification of Strengths
- Action Plan for SE2
- Action Plan for Induction
- Assessment for Learning
- Resources for Learning

**Teaching and Learning Using ICT**

**Introduction**

This ICT Portfolio outlines the various competences that I have using ICT but particularly focuses on Teaching and Learning. I will also include Personal, Subject and Teaching Competence and ICT competence.

In my previous work as an architect I have used Apple Mac and PC CAD drawing packages to produce scheme design, working drawings and presentation drawings.

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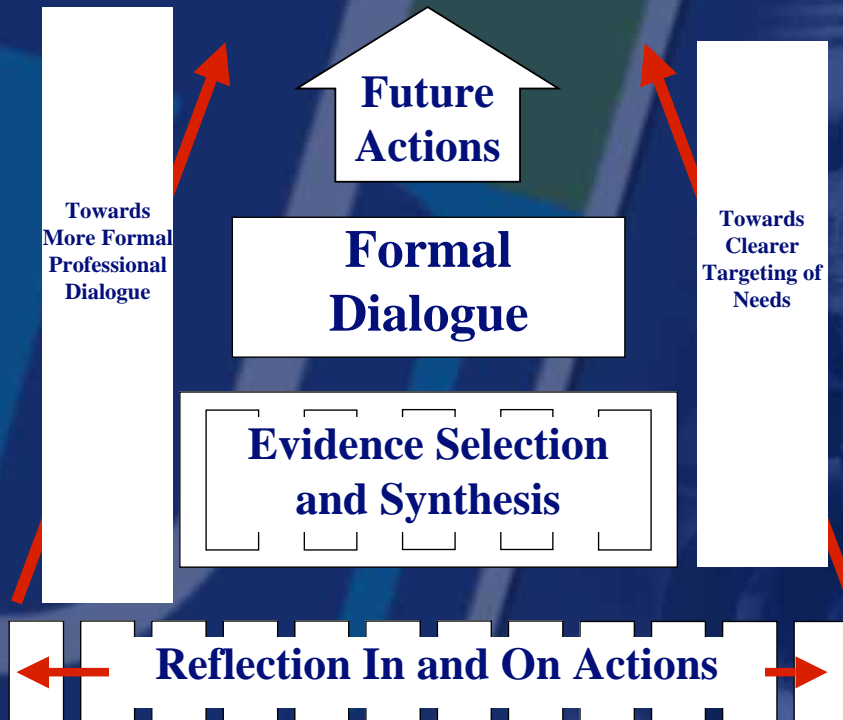
**ICT Portfolio**

**Introduction**

My name is Lesley Blaney I am currently finishing my PGCE in Technology and Design. During this course and my Degree in Technology and design I have used a wide range of computer packages including Photoshop, Cobalt Ideas, CAD, Crocodile clips, PCB wizard, Freshdesk 3D Pro Desktop, Excel, Word, Powerpoint and many more. I feel that the use of these computer packages has aided my teaching in a school environment. I find that ICT has enabled me to teach pupils in a more interactive way and pupils find lessons more interesting.



## Reflection: The process



## Evaluation

- E-Portfolio Design
- Implementation
- Assessment of e-portfolios
- Interviews with students (end of course)
- Interviews after 6 months of teaching
- Interviews with Staff in schools



## Some Early Findings



## Some Comments

- **Teaching ...**
- “Well [compiling the e-portfolio] *opened up my eyes to the ways in which ICT can be used in an art classroom .... The children give me good feedback and they seemed to be very pleased with themselves, thinking they had achieved something that looked good...*”.
- **Beliefs...**
- “[compiling the e-portfolio] *made me totally rethink my attitudes to teaching. I realized that every pupil is an individual and they have their own needs, they all have to be reached on different levels*”.
- **Resource building...**
- “...it is good to have it all on disk and bring the information if and when you need it, its like having your own teaching file.”.



## Some issues

- Limited to ICT
- Mentoring and moderating was limited to geographical proximity
- Could not grow easily – fixed in time.
- Large file size and not easily distributed.
- Still ‘automating’ and not ‘informing’
- Need for coherence in integrating school experience with University teaching;

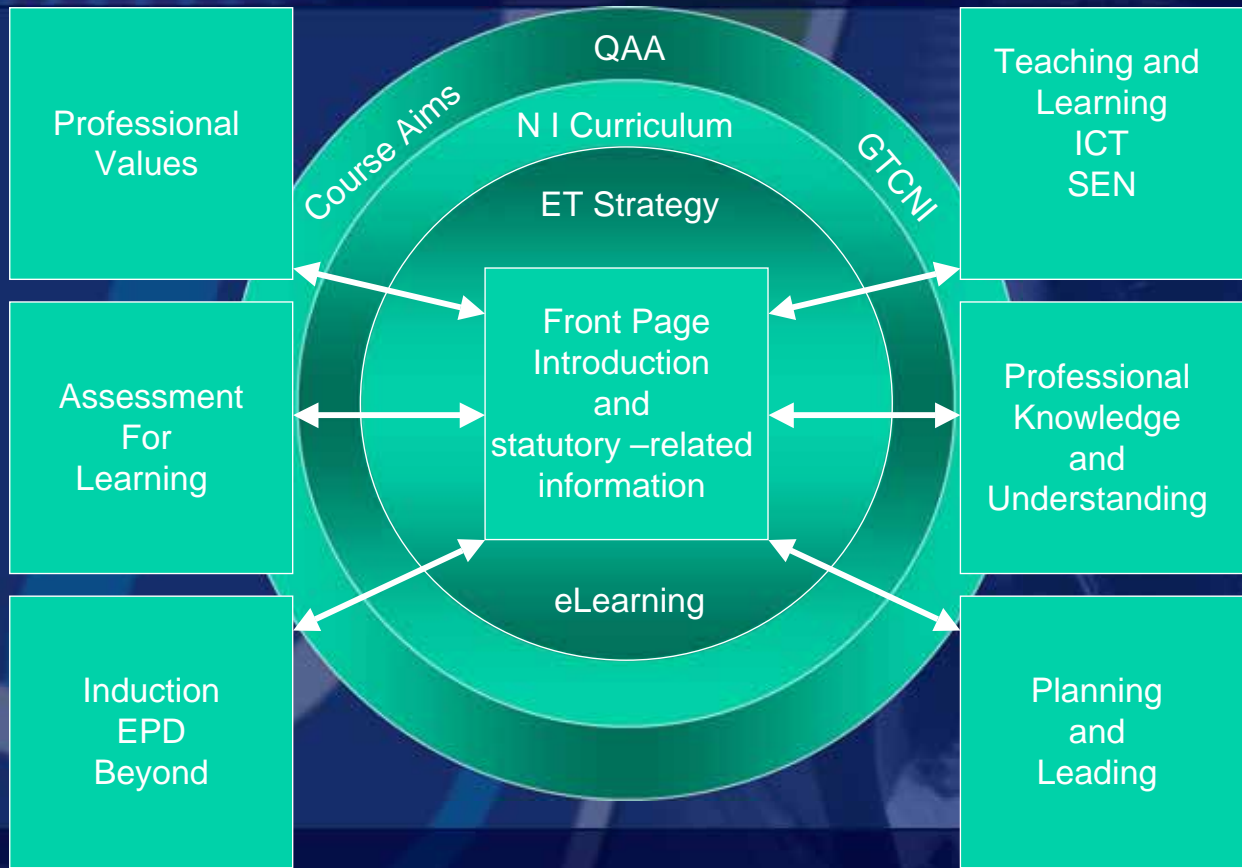


## Some Early Findings

- Broader constituency involved in Professional Development
- Further development of peer support
- Coherent and consistent approach by HEIs and schools
- Broadening of the ICT theme to all areas of competence
- The development of standards including:
  - Protocols for access
  - Ownership issues
- Need for a coherent and consistent approach by HEIs and schools



# Development of Concept to LNI



## New Directions

- When
  - Milestones and key events –personal and structural/formal
  - Induction –EPD and CPD ( When is When? PRSD?)
  - Training implications for the development of the e-portfolio.
- Who
  - Personal-tutor- teacher-peer- Guest
    - (External Examiners Business)
  - Sense of audience (Training and guidance needed here)
- What
  - Measures of reflection
  - Analysis of evidence that goes from specific instances to clearer professional directions
  - Expectations generated by school development planning processes



## New Directions

- How
  - The project has highlighted the need for training in presenting reflected comments and showing evidence of analysis and plotting future professional directions
  - Engaging the community – teachers, peers tutors and others
- Why
  - Model of pupil development



## GTCNI Proposal for a teacher e-portfolio

- *Funding should be made available for the development of individualised e-portfolios as a means of facilitating professional reflection and recording early teacher education and ongoing professional development.*
- *This is in keeping with approaches taken in other professions.*
- *Steps should be taken to ensure that, whatever system for e-portfolios is adopted, it is compatible with existing services, or those to be delivered under Learning N.I.*
- *GTCNI REVIEWS OF TEACHER COMPETENCES AND CONTINUING PROFESSIONAL DEVELOPMENT (March 2005)*
- *John Anderson Teacher Education Conference 21 November 2005*

# Teacher Education in Northern Ireland: The Future

- **June 2006: Te-P group set up to establish specification for Teacher e-portfolio;**
- **Managed by GTCNI, RTU, DE, UCETNI;**
- **Main features:**
  - to develop the underpinning principles and concepts of a career-long e-portfolio (Te-P);
  - support lifelong learning, professional dialogue and communities of practice;
  - to build upon the spine of the NI Teaching Competences and leadership development;
  - to meet different career development, assessment and accreditation needs;
  - to support different forms of assessment, appraisal, validation and verification of learning;

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## New Directions

- to understand how HEIs, Schools, CASS, GTCNI and RTU should facilitate professional learning and host the Te-P at each career stage;
- to agree a **detailed business requirements** for a **common functional specification**;
- to develop the common functional specification
- to enable the different **stakeholder authorities** at each career stage to make appropriate purchasing, procurement and/or development decisions

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