



Cosán

Framework for Teachers' Learning

Development Process (2016-2020)

An Chomhairle
Mhúinteoireachta
The Teaching Council



Cosán: The National Framework for Teachers' Learning

Cosán is the national framework for teachers' learning, which has been developed by the Teaching Council through two distinct phases of consultation with teachers and other stakeholders (2014 – 2015). It acknowledges, encourages and promotes teachers' learning and fosters public recognition of their commitment to learning.

Cosán recognises teachers as autonomous learning professionals, who are responsible for their learning and have the opportunity to develop their practice throughout their careers. It acknowledges the need for them to have access to rich, varied and high quality learning opportunities that best meet their learning needs and those of their students. It is a flexible framework that recognises and values the many different ways that teachers learn (including formal and informal learning as well as personal and professional learning) and the variety of individual circumstances and teaching contexts. The graphic opposite offers further details on the various aspects of the framework, including examples of the many ways in which teachers learn.

Having been adopted by Council, the framework has now entered a Development Process (2016-2020) whereby teachers can further refine it as it moves from policy to practice.

Cosán Development Process (2016-2020)

Between 2016 and 2020 there will be a development process whereby the profession will examine what the framework will mean for them, in the reality of the contexts in which they practice. The Council is inviting schools and teachers (as individuals or existing networks) to take part in that process, and help shape the framework from policy to practice. Participants will be supported in this process through a variety of mechanisms. A working group has been established to oversee the development process and practising teachers are represented on this group. Based on the findings of the process, there will be an implementation planning phase, which will focus on the opportunities for, and challenges to, national implementation. A step-by-step guide to the development process is included overleaf.

Further information on the development process is available at www.teachingcouncil.ie or by emailing cosan@teachingcouncil.ie

REFLECTIVE PRACTICE

VALUES AND

Standards to guide teachers

Mentoring/
coaching

Practice
and
collaboration

Research

Reading and
professional
contributions

Immersive
professional
activities

Courses,
programmes,
workshops
and other
events

Learning processes

Personal -
Professional

Individual
Collaboration

TEACHER
LEARNING

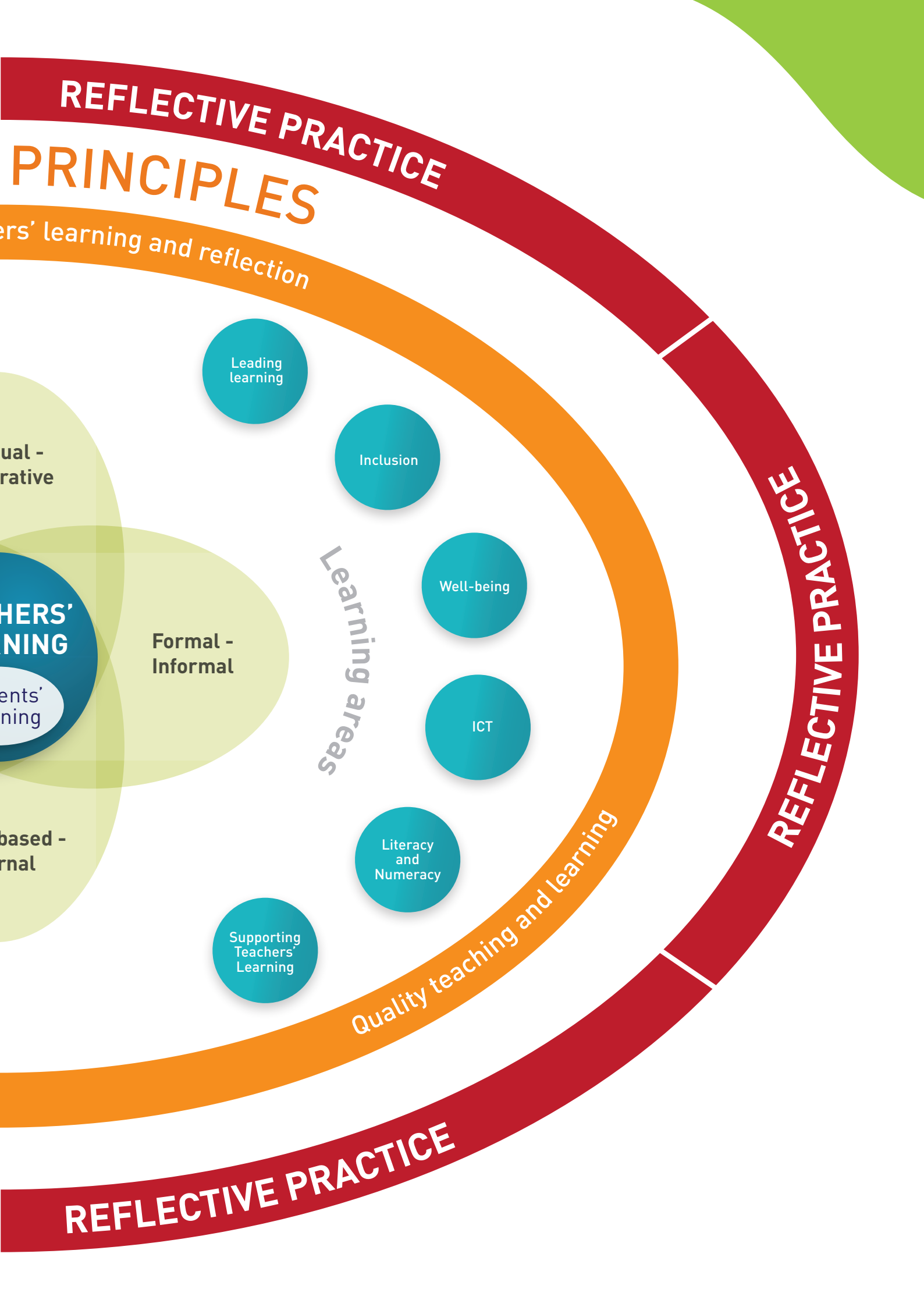
Student
Learning

School-based
External

Continued professional growth for enhanced professional practice

REFLECTIVE PRACTICE

REFLECTIVE PRACTICE



Cosán Development Process

A Step-by-Step Guide

In order to participate in the *Cosán* Development Process, teachers, either individually or collaboratively, can follow the five steps outlined below.

1. Identify your “hook”

As an individual teacher, school, or group of teachers, identify a professional learning opportunity that you are engaging in anyway. The idea is that you will use this as the hook for your involvement in the *Cosán* Development Process.

2. Complete our survey

In order to make sure that the development process is as representative as possible of all categories of teachers, and the varied contexts in which they work, we have developed a survey which will allow us to build a profile of those who are interested in getting involved. This survey can be accessed [here](#).

3. Wait to hear from us

We will analyse all of the expressions of interest received through the survey and, over the coming months, contact those who are to be included in the development process. At that point, we'll invite participants to come together to discuss the next steps.

4. Reflection and evidence-gathering

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 and gather evidence on the impact of your learning, in the context of the specific professional learning opportunity mentioned in 1 above. In undertaking these reflection(s), whether individually or collaboratively, it will be useful to refer to the framework, specifically the values, principles and standards. To help guide these reflections, you may wish to ask questions like:

- ▶ What will my engagement with *Cosán* look like? For me personally, and/or for my school or the setting in which I teach?
- ▶ How can I be sure my learning is having impact? For me as a professional? For my practice? For us as a school? For us as a teaching community? For the learners?

- ▶ How can I reflect in a way that's meaningful and practicable for me? How can I record my learning and reflect on this in a sustainable way, especially in the context of my workload?
- ▶ How can *Cosán* acknowledge my informal learning?

Of course, other questions could emerge during the process of reflection. This will be up to you and your colleagues!

5. Capture your learning

We need to capture the feedback from the development process, and particularly, the learning from the reflection in stage 4 above, so that we can ensure the voice of the profession is shaping the ongoing evolution of *Cosán*. To this end, we will be asking participants to record their reflections on their learning experiences. This can be done through a process of portfolio-based learning, which we refer to as *Taisce*, the Irish word for treasure trove. Emphasis is placed on the quality, rather than quantity, of these reflections. The Teaching Council has developed [this short presentation](#) to further explain the *Taisce* concept, as it applies in *Droichead*, the Council's professional induction programme.

It is important to remember that there will be great flexibility in the process of portfolio-based learning, with the format and contents decided and owned by the participants in the process. For example, participants may wish to take a package such as Evernote or OneNote, and explore this as a tool to support their reflection and evidence gathering, and to facilitate them recording the impact of their learning. Other participants may wish to experiment with other tools or processes.

The Council will not be reviewing your individual reflections on your learning – it is your learning space and you hold the keys. The Teaching Council does however want to hear how you have engaged in the process of reflection, and your experience of capturing your learning. Gathering this feedback will involve workshops in education centres, shared learning days, school-based cluster meetings, etc.

We are at the start of an exciting process, with lots of room for experimentation and exploration. We hope that you will take this opportunity to help us, yourself and your colleagues in taking the next steps in shaping the future of your professional learning.

Ní neart go cur le chéile!

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